City University of Seattle
Standard V Program Re-approval Template
Submit completed form to your liaison by June 1, 2009.

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Institution City University of Seattle

Date May 27, 2009

Dean/Director Judy Hinrichs/Craig Schieber   Signature: _Judy Hinrichs   Craig Schieber_

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. **Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. B. **Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress towards meeting them. C. **Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	• Artifacts in e-portfolio with candidate rationale: Portfolio based on 12 Professional Certification standards; candidate selects teaching artifacts and justifies their inclusion as examples of meeting standards • Reflective Journals: Candidates follow a describe, analyze, reflect (DAR) model for all entries • Field observations: University supervisors provide feedback on candidate performance during teaching activities • Course assessments: Candidates' coursework prepares them to apply what they have learned • Unit plans: Candidates develop unit	• Artifacts in e-portfolio with candidate rationale: Portfolio based on 12 Professional Certification standards; candidates select student artifacts which demonstrate student voice in multiple contexts over time and justify their inclusion as examples of meeting standards. • University supervisors provide feedback on how students are encouraged to be active participants in their learning demonstrating such behaviors as monitoring, assessing, and self-regulating their learning process to reach the learning targets. • Instructional Plans/PPA (standards 6-10)): Candidates execute instructional

	plans integrated across content areas during methods courses and student teaching • Instructional Plans/ PPA (standards 1-5): Candidates develop instructional plans aligned with the PPA; University supervisors provide feedback on candidates' lesson preparation • Special Ed WEST-E: SPED candidates demonstrate their grasp of SPED course work through state-mandated assessment • Professional Growth Plan: Candidates accomplish self assessment near the end of the program of their growth in terms of the Professional Certification standards to identify strengths and areas targeted for growth	plans aligned with the PPA; University supervisors provide feedback on candidates' lesson delivery and engagement of students in active learning

What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies. **B. Intentionally planned.** All students benefit from standards-based planning that is personalized. **C. Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds. **D. Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	• Action Research: MIT candidates implement instructional intervention to demonstrate positive impact on student learning – triangulated assessment requires one assessment focused solely on student voice • Positive Impact on Student Learning Final Presentation: BAED candidates present their content unit, student work, and student voice evidence to demonstrate reflective analysis of their positive impact on student learning. • Course assessments: candidates develop wide variety of formative and summative assessment components for instructional plans and unit plans in all methods courses; when appropriate, assessments include modifications and differentiation to address personalized learning needs • Rationale sections of instructional plan: Candidates describe reasoning behind learning activities, and resources necessary to ensure personalized learning • Artifacts from e-portfolio with candidate rationale: Portfolio based	• Candidates implement one assessment focused solely on student voice demonstrating their students can describe their learning targets, the expected level of performance, where they are in the progression of learning and what is needed to move on to the next level of performance. • Positive Impact on Student Learning Final Presentation: BAEd and Alternative Routes candidates present student work and student voice to demonstrate a positive impact on student learning. Rubrics for this assignment, attached to this document, uses specific Standard V language. • Candidates select student artifacts which demonstrate student voice in multiple contexts over time and justify their inclusion as examples of meeting standards. • Instructional Plans/PPA (6-10): Candidates execute instructional plans aligned with the PPA; University supervisors provide feedback on candidates' lesson delivery and engagement of students in active learning • Technology in the classroom: K-12

	on 12 Professional Certification standards; candidate selects teaching artifacts and justifies their inclusion as examples of meeting standards • Instructional Plans/ PPA (standards 1-5): Candidates develop instructional plans aligned with the PPA; instructional plan must include *Classroom and Student Characteristics* document, an assessment of contextual variables; instructional plan must also include applications of technology, where appropriate; University supervisors provide feedback on candidates' lesson preparation during field observations	students use technology consistent with candidates' instructional plans to create web quests, other products to reflect content learning; students assess own capacity to apply technology through journal responses

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for

Criteria - *Evidence of teacher candidate practice reflect planning, instruction, and communication that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies. B. **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others. C. **Family/Neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods. D. **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	• Instructional Plans/ PPA (standards 1-5): Candidates develop instructional plans aligned with the PPA; instructional plan must include *Classroom and Student Characteristics document, an* assessment of contextual variables; University supervisors provide feedback on candidates' lesson preparation during field observations • Candidates align learning to needs of students, families, and community • Learning context intro to journals and action research: Candidates provide written assessment of culture of the school in which they are placed (literacy, assessment, excellence, and inclusion) • Assignments (readings, learning activities, and assessments) in science, and social studies methods courses: syllabi revised to include assignments that address environmentally sustainable, globally interconnected, and diverse societies • Field observations: University supervisors provide feedback on candidates' instructional plans	• Field observations: University supervisors provide feedback on how students are encouraged to be active participants in their learning and how families and communities are connected to the instructional process. • Candidates select student artifacts which demonstrate student voice in multiple contexts over time and justify their inclusion as examples of meeting standards. • Instructional Plans/PPA (6-10): Candidates execute instructional plans aligned with the PPA; University supervisors provide feedback on candidates' lesson delivery, engagement of students in active learning, and inclusion of families in learning process • Positive Impact on Student Learning Final Presentation: BAEd candidates present student work and student voice to demonstrate a positive impact on student learning • Action Research: MIT candidates implement instructional intervention to demonstrate positive impact on student learning – triangulated assessment requires one assessment focused solely

	• Positive Impact on Student Learning Final Presentation: BAEd candidates present student work and student voice to demonstrate a positive impact on student learning • Action Research: MIT candidates implement instructional intervention to demonstrate positive impact on student learning – triangulated assessment requires one assessment focused solely on student voice	on student voice • Student performance tasks: evidence of students' active engagement in science, art, literacy, and social studies; evidence of student creation of web-quests and research across cultures; evidence of student use or creation of field or web-based cultural-connectedness projects

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*
A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting. **B. Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers. **C. Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.	• Essential Dispositions: Field supervisor and mentor teacher use City U's Essential Dispositions Rubric to evaluate each candidate's professional dispositions for teaching during each field experience • Professional Growth Planning: Candidates accomplish a self evaluation (Professional Growth Plan) at conclusion of program to identify strengths and areas for improvement as they enter their teaching career • Focus of Concern: University has a process for assisting candidates to deal with deficiencies in academic work, field work, or professional growth; the program takes steps to remove from program candidates who do not modify performance to meet accepted norms of professional growth and behavior • Reflective Journals: Candidates follow a describe, analyze, reflect (DAR) model for all entries • Field observations: University supervisors provide feedback on candidate performance during teaching activities

1. *In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:*
   - *Course content*
   - *Field experiences*
   - *P-12 district/school partnerships*
   - *Faculty development*

   In areas where no changes were necessary, briefly indicate why.

City University of Seattle (City University) has been and is in the process of changing program to meet the requirements of Standard V. The nature of this change is better understood as part of an overall continual growth process inherent in the program of which Standard V is a significant component. The nature of program development for Teacher Certification Programs at City University of Seattle follows a PAAR format in which we Plan, Act, Assess, and Review. Some of the changes we have made that meet Standard V criteria were set in motion before Standard V became policy. Other changes are still in the planning stage and will begin being implemented in the coming year. This report will include a review of program components (across MIT, BAEd, and Alternative Routes) in place and in development that will help the PESB understand City University's work toward meeting Standard V.

Course Content

City University is in the process of revising all curriculum through a thoughtful, complex process involving course design teams to assure alignment with both the University Academic Model and State Standards. The goal is to have all curriculum delivered at all sites aligned internally from the overall program level to individual course and assignment level. The curriculum will be stored on a comprehensive Course Management System. The design process is structured to include maximum input from all parties involved in the eventual delivery. Course design teams include faculty, instructors, subject area specialists, and librarians. These teams design courses by reviewing program goals and outcomes and identifying the ones that apply to the course they are designing. Their work at the course level focuses on aligning each element of the course from outcomes, to assignments, assessments, and the rubrics used to evaluate each assignment. The course design teams have included Standard V criteria as integral components in the writing of these courses. Documents from the program level to course level are attached in Appendix A.

Course work is also under continual review by faculty. For example, in the alternative routes program, significant modifications have been made to courses to reflect the Standard V requirements for integrated subject matter. The following changes have had major impact on course delivery.

- Redundancies in both elementary and special education endorsement courses were eliminated;
- Inquiry and other outcomes common to best practices in elementary methods for social studies and science combined to allow for greater depth;
- Content knowledge courses are integrated by quarter to allow for a focused and deep understanding of the societal issues (1st qtr.), instructional skills across content areas (2nd qtr.), assessment (3rd qtr.), and differentiation (4th qtr.).

These revisions were made as a result of a review of data as part of a FIPSE grant, on contract with the Professional Educator Standards Board to assess Alternative Routes programs.

In addition, candidates are required to be active problem solvers in their work on performance tasks. These tasks are designed to foster self-assessment skills in candidates. Effective self-assessment can only happen with a deep understanding of the learning targets and understanding of how to carry out personal learning to meet these targets. In this way, candidates experience three elements of personalized learning. Candidates self direct and monitor their learning in the field (to see models of what they have not yet seen or experienced). Here is an assessment from EDE/SPED 440

FIELD EXPERIENCE OBSERVATIONS
Observing a variety of models of classroom management is an important component of on-going professional growth. Using the self-assessment, candidates consult with their principal and/or mentor to identify classrooms to observe approaches with which they are least familiar and confident. There is an observation template included in the syllabus Appendix to document each observation. Submit the observation template along with a one-to two-page reflection on the most important learning of this approach

Candidates access (videos, web resources, library-created course resources) and create resource guides for student teaching and their first year of practice. Here are examples from EDE/SPED440B

CONTINUUM OF SERVICES INVESTIGATION
Candidates investigate a variety of learning environments (alternative school, resource room, inclusion, self contained, integrated, etc.) in both their home district and online. Candidates create a useful reference chart showing the range of alternatives on the continuum for their work in their own district inclusive of the grade band above or below what they intend to teach (i.e. primary, intermediate, middle, or high school). Include an annotated bibliography of the alternatives available both in-district and models of services of high interest to the students' practice.

CLASSROOM LEARNING ENVIRONMENT PORTFOLIO

Candidates develop and implement a plan for positive classroom learning in their student teaching experience and collect artifacts and evidence of effectiveness. Include the following elements in addition to any addition evidence of effectiveness:

- 1-page personal philosophy statement to hang on the wall of their classroom;
- 1-page classroom expectations with addendum stating the procedure for coming to agreement on these norms and the method of evaluation;
- Activities to encourage pro-social interaction;
- Environmental modifications to prevent and intervene in disruptive behaviors;
- Family communication plan (i.e. newsletter/s, introductory letter, website, etc.);
- A sample "Student Behavior Contract" aligned with the Personal Philosophy of Classroom Management;
- Flow chart of the building referral system for escalating student behaviors;
- Chart for continuum of services (from EDE/SPED 440A);
- One-to two-page reflection on effectiveness of approach.

Candidates also research and explore best-practices in personalized learning in EDE/SPED 408A while self-assessing their progress. In the course, Performance: Assessment and Evaluation course, candidates practice and demonstrate competency in designing and assessing personalized learning. Examples of each of these points are shown below.

INVESTIGATION OF PERSONALIZED LEARNING

In groups of two-to-three by grade level band, candidates investigate methods of personalizing reading and writing in content area instruction. In order to create an annotated reference manual for their first years of teaching, each group researches models from the professional databases, journals, texts, and from video clips from the Office of Superintendent of Public Instruction (latter provided by the instructor). Interviews of teachers and local classroom models may be included. The investigation must include, but is not limited to, the following three questions:

1. How do students know their personal learning targets?
2. How do students know the process for reaching their learning targets?
3. What resources must be readily available to students to accomplish their learning targets?

Candidates may use the following guiding questions to enhance the investigation:

- How are student interests incorporated into reading and writing in the content area?
- What structures, routines, tools, and/or strategies are used in each model or method?
- How can the method or model include culturally relevant instruction?
- How does the model accommodate students at a range of developmental literacy levels?
- Can technology be used to enhance the accomplishment of literacy goals? If so, how?
- What are the challenges and benefits to each method or model?

The instructor may facilitate a group decision or provide guidance on organization and formatting of the manual in order to combine for cohort-wide distribution. Candidates are encouraged to consider themselves as the intended audience, making the manual accessible for busy teachers. Consider if pictures, video clips, and diagrams will enhance the manual or are best referenced in the annotations. Candidates may choose to create a template for analyzing each model.

Rubric for Investigation of Personalized Learning

	% of Grade	0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
Undergraduate Percentage Scale:		0.00 – 57.49%	57.50 – 76.24%	76.25 - 93.74%	93.75 - 100%
Undergraduate Scaled Score:		0.0 – 0.6	0.7 – 2.1	2.2 - 3.5	3.6 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Research informs models	35%	Little or no evidence of recent professional sources informing the models	While model/s accurately aligned to goals, the investigation is too narrow or dated to effectively inform instructional options	Appropriate options in models for meeting literacy and content goals draw on recent professional sources	Range of effective models for meeting literacy and content goals draw on a variety of recent professional sources
Elements of Personalized Learning	35%	Little or no evidence of understanding of the elements of personalized learning	Elements of personalized learning missing or incomplete	Method for students to know learning targets, process to reach learning targets, and the resources to achieve learning targets considered for each model	Clear understanding of how to implement the process for students to know learning targets, process to reach learning targets, and the resources to achieve learning targets
Useful Manual	30%	Low likelihood that self or peers will find the format or information useful	Wordiness, accessibility, and or format detract from the usefulness of the manual	Useful information formatted in an accessible and readable error-free manual	Format, information, and accessibility compiled in a manner that has a high likelihood of informing practice
TOTAL	100%				

In addition, these personal experiences translate well into the candidates' teaching practice in the classroom. As candidates write lesson plans and work with their students, their actions are informed by the personal journey they have made in working with their own professional development. The following is an example of a self-assessment assignment from the course, Classroom Management and Alternative Delivery Systems. A professional development work template and rubrics (from the syllabus) is included as Appendix B.

After reading the first two chapters of the textbook (Burden, 2006), candidates complete the self-assessment document included in the syllabus appendix. Candidates identify the low, medium, and high control approaches in both training and application in their classroom experience. Candidates use this document to plan for field visits and subsequent professional development activities.

Faculty weighed the quality of a stand-alone educational technology course versus integration of skills in a developmental "just-in-time" approach. Pilots of several approaches are in progress. The MIT added 1 credit to the technology course in response to Program Assessment Survey and student feedback (two-year candidates rated their preparation to apply technology in the classroom below 5 on a 7-point Likert Scale). The 2008 start Alternative Routes programs integrated technology through all courses without a stand-alone course, a response to instructor and candidates' end of course evaluation from the 2006 cohort start. The BA Ed added technology instruction to seminars running throughout the program for the 2008 summer starts in order to provide specific instruction in a 'just-in-time' model. Faculty program coordinators will follow the three models and technology skills assessment of candidates at entrance and at benchmarks to determine effectiveness.

Learning about the impact of the technological and societal changes affecting schooling occurs throughout courses and internships. The age-spans of the BA and MIT (20-50) and Alternative Routes (33-57) bring experiences to the cohorts spanning decades of change. Unlike programs where candidates have similar backgrounds, candidates in a City University cohort range from those who know math from pre-calculator slide-rule learning to those who grew up with a laptop on their desk; from those who grew up learning to research by relying on card catalogs to those who grew up using the Internet. The intergenerational learning within a cohort allows candidates to build understanding that may transfer to their future experience in schools. Practice in relying on one another and respecting the wisdom and skills of mature colleagues enhances understanding and respect.

Instructional planning following the PPA standards requires our candidates to include evidence of content mastery, setting clear targets for students in each lesson, collecting student work with student voice, instructional design that includes plans for meeting the needs of all students in the classroom. Instructional plans align with the PPA to assure practice in each criterion and to provide a focus for coaching by the field supervisor and mentor. Candidates reflect in a journal throughout program, not only on their lessons, but upon feedback and progress in knowledge, skills, and dispositions. Guiding questions include:

Learning Targets: What do you want your students to know or do as a result of this lesson?

Assessment Strategies: What evidence will you collect to show that all students met the learning target?

Learning Experiences: Describe the sequence of activities in the progression of learning including how students will use resources to achieve the learning target.

Family Interactions: Describe your plan for collaboration with families to support student learning.

Instructional Materials, Resources, and Technology: What resources will students engage to achieve the learning target?

All these areas are included on the Instructional Plan document.

The PPA lesson plan format City University uses in all our certification programs is shown in Appendix C.

There are several key capstone courses that reflect candidate work with Standard V standards. In the MIT there is the Action Research Project and in the BAEd and Alternative Routes programs the Positive Impact on Student Learning presentations. These capstone projects take candidates through a rigorous reflective process in which candidates must prepare a plan, gather data/evidence, analyze the data, and make evaluative decisions regarding the data. In both projects, the results are presented to their peers, faculty and supervisors. Final presentations of Evidence of Positive Impact on Student Learning (BA and Alt Routes) and the Action Research Project (MIT) are powerful experiences documenting the accumulation of evidence over time.

The MIT Action Research Project is completed mostly in the final two quarters. A research proposal is submitted leading in to student teaching. During student teaching and in collaboration with their cooperating teacher, candidates first select a learning problem in their classroom and then research and implement strategies for learning improvement. Candidates create a formal report on findings using the principles outlined in ETC 530, Fundamentals of Teacher Research and writing the Action Research Report. The final Action Research Report is presented to peers, faculty, and supervisors in a formal presentation. In the BAEd and Alternative Routes program the Positive Impact on Student Learning Project requires candidates to choose a unit of study they will be presenting to their class. In some cases, our special education candidates do their study with a small group of students. Candidates set up a pre and post test plan with additional assessments to show formative and summative growth in students. Candidates follow through with the instructional plan and assessments. Candidates then review the student data and reflect on the impact of their instruction on student learning. After writing up a report on their work candidates present to their peers, faculty, and supervisors in a formal presentation.

As part of the review process, program coordinators aggregate scores on positive impact projects. Refinement of rubrics has resulted as a synthesis of criteria from Pro-Cert and the Marilyn Simpson trainings in 2007. MIT rubrics were piloted in April, 2006, with data aggregated across sites spring, 2007. One MIT site piloted triangulation of feedback on presentations and the changes have since been implemented program wide. BA Ed revised rubrics used in 2005-06 in 2007 and 2008. All rubric changes continue to reflect the greater understanding our faculty are gaining yearly, as they implement a culture of evidence based evaluation throughout our program.

In the MIT Action Research, as stated in the rubrics, candidates must show "Implementation of instructional intervention, application of assessments, and data collection process clearly and thoroughly described; conclusions regarding the quality of positive

impacts on student learning and plans for incorporation in future learning clearly articulated" and "Assessment results clearly and thoroughly documented in tables/graphs; student work samples included enhanced evidence of the impact on student learning."

In the BAEd and Alternative Routes rubrics candidates have rubric targets that include, "Succinct description of the problem with clear learning targets, assessment data, and concrete supportive evidence establishes a baseline for learning", "Candidates create or modify curriculum to include all students, personalize learning, engage students in active learning, and encourage student reflection on their progress; a variety of artifacts enhance the audience understanding" , "Evidence that students are given voice in determining and managing their own learning; students reflect on their learning" and, "Succinct yet purposeful reflection captures the importance of the experience to both professional growth and student learning; identifies the next step in learning and/or professional development." The actual rubrics for both of these capstones are attached in Appendix D.

Candidates also prepare a Professional E-Portfolio in all programs. The E-Folio has evolved over the years, beginning as a collection of work in a three-ringed binder. Since those beginnings, faculty have regularly reviewed the process and made changes based on critical analysis. Last year, there was particular lively debate around two major issues regarding the professional portfolio. The first issue revolved around deciding how much of the content of the portfolio should be prescribed. Leading up to this discussion the MIT program had historically been more prescriptive and the BA and Alternative Routes less prescriptive. The MIT, in some locations, sited the specific assignments to be submitted as artifacts by the candidate for each standard. On the other end of the spectrum, the BA and Alternative Routes asked the candidate to choose each artifact to be submitted to meet each standard. In these programs, the focus was on the rationale for including the artifact. The rationale is included on a cover sheet that precedes each artifact. The cover sheet requires a description of the artifact, analysis of the action represented by the artifact, and finally, evaluation stating the importance of the artifact in relation to representing the candidate's teaching and positive impact on student learning. After lengthy discussion the curriculum committee choose to have the selection of all artifacts a choice of the candidate. However, a template is provided to candidates that includes suggested assignments to meet each standard. Standard V places great importance on developing student voice and active participation by the learner in the learning process. The committee decided it is critical that our candidates are required to go through the process of evaluating their entirety of work against set standards to truly understand the standards and their own skills, abilities, and voice. It is this key element of choice that sets the foundation for a powerful portfolio experience. Much of the value of creating a professional portfolio is gained in the journey a candidate takes in creating the portfolio. That is also why candidates are introduced to the portfolio in the first quarter. This allows them to read, study, think, and reflect about the standards for their entire program at City University

The second issue that drew a spirited discussion was the choice of standards on which to base the portfolio. The programs have based the portfolios on several different standards, including INTASC standards at one point, and even an amalgam of standards. Compelling arguments were forwarded for basing the portfolio on at least three different standards. In the final analysis, the

Washington State Professional Certification Standards were chosen as the standards to guide our candidates. This set of standards was chosen for a number of reasons, but first and foremost the Professional Certification Standards are the standards the candidates will be using for the rest of their careers. This aligns our program capstone with the professional community. The importance of aligning our systems at this juncture in our State education development is paramount. In addition, the Professional Certification Standards roughly encompass the general nature of the other standards. The rubrics for artifacts in the professional portfolio is included in Appendix E. The minutes of the program design team working on this topic are also attached in Appendix E.

Field Experience

In all programs candidates demonstrate competency in content knowledge for endorsements in course activities and assessments; the concurrent field experiences create the context for practice, analysis, and reflection. Candidates collect evidence of their ability to apply knowledge and skills to the classroom in their professional portfolio, with emphasis on evidence of student learning within their internships or student teaching. In the internship seminar, candidates practice articulating the connection of artifacts to evidence of student learning and professional standards using the 12 standards for Professional Certification. Candidates further develop understanding of Professional Certification through periodic seminars with a representative of City University's Certification Office and/or the coordinator of Professional Certification. The Continuum of Certification and Professional Development is discussed at several points in seminar. Candidates in the BA Ed and Alternative Routes update their Professional Development Plan and collect artifacts aligned with the Pro-Cert standards for their final portfolio. MIT candidates create a Draft Professional Growth Plan using the Pro-Cert model as a component of the final portfolio. The BA Ed and Alternative Routes candidates build a quarterly Professional Development Plan shared with the field supervisor and mentor teacher. In each case, candidates synthesize feedback from instructors, field supervisor, mentor teacher, and students to set measurable goals.

In the Alternative Routes program, yearlong full-time mentored internship experiences provide opportunities for mentors and candidates to learn emerging best-practices together. Mentors come to the university for professional development, receive CDs of models of instruction (*In Action,* Marilyn Simpson), and work with the intern on instructional planning, instruction, coaching/reflection, and assessment of the performance tasks. The monitoring and coaching by the building-level internship team plays an enhanced role, for the candidates are in the field full-time for one year. In addition to the monitoring and coaching on the PPA criteria, mentors apply skills of the "focused conversation" to help candidates design self-directed performance tasks to demonstrate endorsement competencies (Alternative Routes Performance Tasks; Alternative Routes Math Performance Tasks). The mentor teachers receive 20 hours of training in both coaching and on the expectations for alternative routes candidates in order to monitor and perform this function in the field.

Based on research findings and the success of the alternative routes field experience program, faculty made modifications to the field experience program in the BA and MIT programs. Most programs are now placing, when possible, candidates in the same school for their entire second year of interning. However, there is much to be gained from candidates experiencing multiple grade levels and in special education, multiple special education settings. In arrangements with public schools, City University is asking that candidates be able to work with a number of teachers in different settings within a school leading up to student teaching. In the BA program, in which there are five internships before student teaching, in the first year of program, City University is placing candidates in several different schools and then in the second year having the candidate choose one of the schools he/she worked in to spend the entire second year. In the MIT program there are three internships before student teaching. Typically, candidates are placed in the same school for the third internship and student teaching. However, City University is now exploring and taking advantage of schools which provide the opportunity for multiple experiences within the school over the three internships and student teaching.

P-12 district/school partnerships

The alternative routes program has begun City University's strongest, most active partnerships with school districts and schools. City University Bellevue cohorts work closely with Seattle School district. The district has provided space at the John Stanford Center, provided teachers for classes, and support through the district office, principals, and SEA. The program is also guided by an advisory board which includes representatives from Seattle Public Schools, Renton School District, Lake Washington School District Tukwila School District, and Highline School District. Tacoma School District is participating in conversations to join the partnership. Seattle Central Community College, Green River College, and Highline Community College represent the pre-service partnership work in the Advisory Group. Included in the oversight this group provides is setting priorities, reviewing data, and screening candidates. See minutes of meetings in Appendix F. This involvement carries over into their participation in mock interviews, resume sessions, identification of master teachers as mentors, and planning for upcoming years. Each time a district takes an alternative routes candidate City University faculty have, at minimum, an agreement for the year to work together on growing this teacher. This model is followed at the City University Everett site with a board including La Connor and Everett School Districts.

City University looks forward to expanding these advisory board partnerships to include other City University programs. The alternative routes work, which has been developing over the last six years, has provided a fine pilot and model for expansion into the MIT, BA, and endorsement programs.

Faculty Development

Discussions and training around some Standard V elements, such as moving to evidenced based assessment and including student voice in assessment artifacts has been active for several years. A series of trainings with Marilyn Simpson in 2007/2008 helped begin the shift in practice.

Trainings occurred at all of our four main sites. At each site, discussions have continued on a regular basis at site meetings as to how evidence based assessment can be accomplished within our program. Our full time faculty meet quarterly with our practitioner instructors who will be teaching the upcoming quarter. Along with aligning their work in course instruction, faculty discuss how they can work with their candidates to understand evidence based assessment.

Throughout the program candidates research and practice instructional strategies that have a high likelihood of increasing student engagement and preventing negative behaviors. Faculty report this topic of discussion to be predominant among candidates in seminar, with candidate demonstration of skills evident in the final presentations and the portfolios. As a result of faculty and field supervisor participation in the training with Marilyn Simpson students, faculty, and field supervisors anecdotally reported an increase in the demonstration of self-directed definition of learning targets, self-assessment using rubrics, and resultant student self-monitoring of behaviors in the student teachers' classrooms (Tacoma and Bellevue sites participating in the spring training). Discussion began within program and with Marilyn Simpson to measure effectiveness of the training for transfer to the candidates' student teaching classroom.

The alternative routes program meets with mentor and cooperating teachers on selected Saturdays to review program. Topics for these sessions include: how best to personalize work for the candidates and in turn how the candidate can best personalize work with their students. Appendix G includes an agenda with some key Standard V issues such as personalizing learning and differentiated instruction.

Tacoma site meetings provide an example for how City University faculty meet with instructors to discuss and train with the new standards. In recent meetings, faculty have reviewed alignment of instruction, developing writing skills, student evidence, and posting learning targets for all class sessions. City University instructors need to be modeling all they expect candidates to practice in the field. These meetings are crucial in providing time for instructors to discuss different strategies to model these standards for candidates. See the attached agendas (see Appendix H).

The City University Faculty Development Office and Faculty Development Committee are in the process of implementing a comprehensive instructor observation rubric. This rubric is in the pilot stage and each site is involved in piloting the tool. A Standard V component is being added to this rubric, which will be used by School of Education faculty in their instructor evaluation process.

2. *In no more than three pages, describe the process used to engage program personnel in reviewing, rethinking, and revising the program.*

The cornerstone of our work in program revision comes from our assessment committee, led by Patrick Naughton. This committee provides a methodical structure for collecting data and facilitating discussion among our faculty to make effective program change based on analysis of the data. Following is a general report the Assessment Committee made to the University at a recent regional faculty meeting.

Assessment Plans of the Teacher Certification Program (TCP) are consistent with CityU's four-step model (Plan, Act, Assess, Revise). However, consistent with best practices in education, TCP believes this plan begins each year with a thorough assessment of programs and analysis of results. This leads to changes for improvement and implementation of updated plans. All TCP programs have three major assessments in common: Performance-Based Pedagogy Assessment (PPA), Essential Dispositions, and Standards-based e-portfolio. BAEd and Alternate Routes candidates also complete a Positive Impact on Student Learning project, while MIT candidates conduct an Action Research project for the fourth major program assessment.

Data on the major assessments is collected annually as candidates complete the program. The TCP Assessment Committee aggregates data across all sites for overall certification programs analysis and disaggregates data by site and degree program for analysis at the site level. The TCP Assessment Committee reviews aggregated data and develops a program level improvement plan for the following academic year. In addition, each site reviews disaggregated data specific to its local operations and develops a site improvement plan for the following academic year. While this process is automated to the degree possible, lack of a university-wide data collection system makes this process less time-sensitive than necessary; currently, collecting data from multiple sites and integrating into a single report requires a very time-intensive process. Most instruments require manual administration followed by manual aggregation/disaggregation of data. Even the assessment instruments, which permit electronic collection, require considerable follow up work.

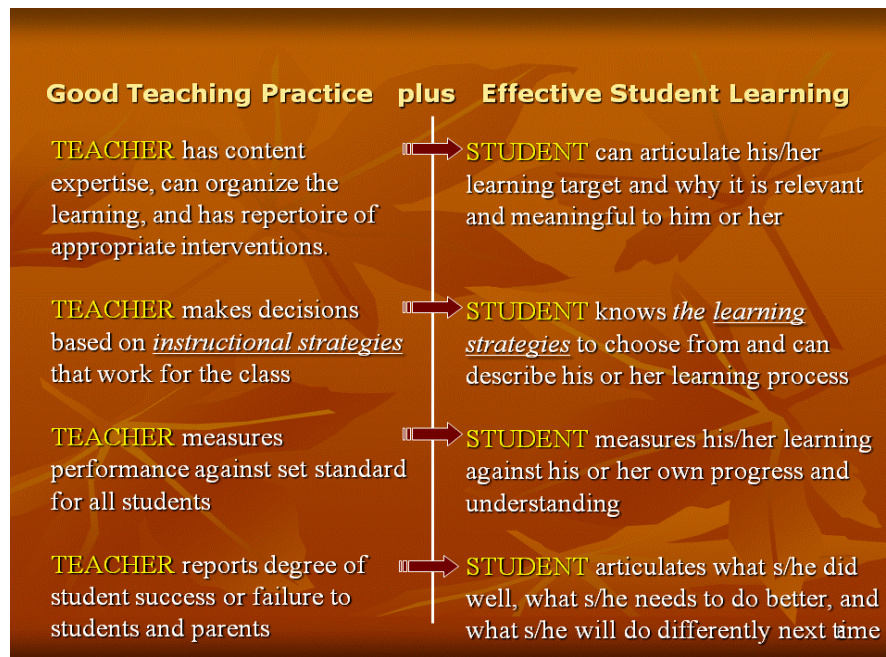TCP expects 100% of all candidates who enter student teaching to complete all requirements successfully and earn teacher certification. In addition to the major assessments described above, all successful candidates must pass two mandated state exams, West B and West E. During the 2007-2008 academic year, TCP had the following results for program completers/non-completers:
- BAEd – 60/0
- 1-Yr MIT – 107/1
- 2-Yr MIT – 83/0

- Alternate Routes – 40/0

In addition, TCP reviewed the results of a number of other assessments of program quality, including Cooperating Teacher Survey, Principal Survey, and Program Assessment Survey. Overall, TCP programs rated very strongly. During the OSPI Accreditation visit in February 2008, the team specifically identified the strong emphasis on candidate field experiences as a strong point of the TCP programs. Additionally, a review of the Program Assessment Survey revealed that 15 of the 42 areas rated on a 7-point Likert scale received weighted averages above 5.5, 25 other items received ratings between 5.0 and 5.49. Only 2 items fell below 5.

We engage personnel in other ways as well. Over the last two years we have made frequent presentations to the PEAB regarding our work on Standard V. Their feedback and observations are always thoughtful and provide good direction for our program development. Each time we show a different aspect of the larger process of changing to meet the new Standard V standards. One example comes from the presentation that Lynn Olson made on what student voice in student work looks like. The discussion that followed was rich and helped us better understand how we can present this information to candidates and cooperating teachers in the coming year. Below is a chart laying out key elements of the change as identified in Lynn's presentation. This actually was a candidate 's example of how he interpreted this information, so this was presented in his voice.

Good Teaching Practice plus **Effective Student Learning**

TEACHER has content expertise, can organize the learning, and has repertoire of appropriate interventions. → STUDENT can articulate his/her learning target and why it is relevant and meaningful to him or her

TEACHER makes decisions based on *instructional strategies* that work for the class → STUDENT knows *the learning strategies* to choose from and can describe his or her learning process

TEACHER measures performance against set standard for all students → STUDENT measures his/her learning against his or her own progress and understanding

TEACHER reports degree of student success or failure to students and parents → STUDENT articulates what s/he did well, what s/he needs to do better, and what s/he will do differently next time

The entire power point Lynn used is attached in Appendix I. In addition to this presentation, Lynn has presented at the OSPI Assessment Conference on this topic as well as nationally. Some of her work used at the OSPI Assessment Conference was adapted by Whitworth University and used in their presentation to the PESB at the May 2009 meeting.

Further, our faculty engages our instructors at each site through our faculty meetings. This process is discussed in the faculty answer portion of the first question. Also reviewed in the response to the first question is the Curriculum Design Process. This process has been a powerful process in revising our curriculum. In doing so, the process has also brought key stakeholders into the process of reviewing, rethinking, and revising program. Attached is a description of the process (see Appendix J).

Faculty and students are engaged in discussion of the multiple levels of evidence that now must be collected and understood. This table guides these discussions around examples of evidence for Standard V topics 1-3. The table summarizes CityU's approach to teaching candidates about evidence of their own effectiveness and their impact on student learning (1) by understanding differences and relationships between teacher-based evidence and student-based evidence, and (2) by understanding differences and relationships between student work and student voice.

Evidence Types:	Teacher-based			Student-based	
	Preparation *Preparing to teach students*	**Performance** *Teaching students*	**Reflection** *Thinking about teaching more effectively*	**Student Work** *Student work and data based on that student work*	**Student Voice** *Students articulate about their learning*
				1. **Only student-based evidence shows positive impact on student learning.** 2. **The strongest student-based evidence includes both student work and student voice.** 3. **Evidence is even stronger when it indicates learning by all students, in multiple contexts, over time.**	
Examples of Artifacts: (not a comprehensive list)	Assignments completed for courses Readings Lesson plans you did not teach Unit plans you did not teach Other plans you did not apply with students Instructional materials you prepared Assessments you designed but did not administer Simulation lessons taught to university candidates Professional Growth Goals Professional Development Plan	Lesson plans you taught Instructional materials you prepared and used Assessments you developed and used Units plans you taught Observation summaries Essential dispositions rubrics PPA Scoring Rubrics Evaluations	Reflection papers Journals Professional Growth Goals Professional Development Plan	Raw data and statistical data from tests of knowledge and skills: Standardized tests Teacher-made tests Student performances	Student self-assessments Student's writing and talking about his or her own learning: • Learning targets and progress toward them; • Resources to reach learning targeted; • Thinking strategies used to achieve learning targets.

3. *In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.*

<div align="center">

Key Strategies
Developing Capacity to Analyze and Respond to Student-based Evidence

</div>

Strategy #1-Electronic Portfolio Evidence Collection Strategy

City University teacher certification programs employ a strategy of transitioning future teachers from teacher-based evidence to student-based evidence by providing the following evidence continuum:

Teacher-based Evidence			Student-based Evidence	
Preparation	Performance	Reflection	Student work/data	Student voice

Candidates use this continuum when reflecting on artifacts they choose to add to each of 12 aspects of teaching exemplified in the Professional Certification standards and criteria. At the beginning of the program candidates may only have course assignments and mock lesson plans that are "preparation" for when they teach in the classroom. Gradually, that evidence becomes stronger as they take those preparatory plans and actually "perform" them in the classroom. Their evidence becomes stronger yet if they then "reflect" on the significance of that which they prepared and performed.

At that point candidates have only reflected on the teacher-based evidence. Therefore, we guide and encourage them to cross the line toward Student-based evidence where they analyze individual student work and corresponding assessment data. Candidates continue to move forward by strengthening or replacing earlier artifacts they chose for their electronic portfolio with Student Voice evidence that indicates students are monitoring their own learning gains, needs and progression to the learning target. As the color orange in the chart above deepens from a light shade to a rich shade, so too does the quality of evidence collected over time through this strategy.

Candidates submit each artifact for the portfolio along with an Artifact Cover Sheet that requires they do the following:
1. Identify the ProCert criteria being addressed
2. Articulate the meaning and importance of the chosen criteria and the ways in which the artifact submitted aligns with the essence of that criteria
3. Identify any/all of the Teacher-based/Student-based levels on the continuum that apply
4. Identify any quality evidence components (all students, multiple context, over time, student voice, or "not yet") that apply

5. Analyze what their next steps would be to strengthen their evidence

Sample that represents this strategy is attached as Appendix K

Strategy #2-Student-based Evidence Course Integration Strategy
City University future teachers are required to take an Assessment Course during their first quarter of instruction. As part of this course they analyze In-Action video clips of students dialoguing about their own learning. They peruse, analyze and discuss different real-life examples of teacher-based evidence, student work evidence, and student voice evidence to determine which category best matches each. Candidates compare and contrast assessment-to-verify learning with assessment-to-promote learning and then, to develop capacity toward being able to analyze student-based evidence, they create a K-8 assessment plan that requires candidates to design the following:
1. A student self-assessment rubric,

2. A selected response assessment,

3. A performance task assessment, and

4. Questions or prompts that would educe Student-based evidence of learning in Student Voice (Note: Our belief is that candidates must think through the process of designing questions and prompts in order to be able to analyze and respond meaningfully to the responses those questions and prompts produce.)

Sample that represents this strategy is attached as Appendix L

Strategy #3-Action Research Student Voice Component Strategy
Candidates are required to complete and present Action Research that is executed over time during their student teaching experience. One triangulated assessment piece required must be in student voice. Student advisors meet periodically with candidates to help them analyze raw data both in the form of student work sample evidence as well as student voice evidence from all students in the class. By triangulating the student voice evidence with other more traditional forms of assessment, candidate conclusions and interpretations result in more thorough understanding of authentic student experiences. Appendix M is a sample of the type of insights gained by candidates as a result of including this component to the Action Research requirement. Without tapping into student thinking about their own progression of learning, candidate conclusions would primarily be teacher-based and incomplete.
Sample that represents this strategy is attached as Appendix M

4. *In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.*

    a. Curriculum Issues: Focus especially on the areas of evidence-based evaluation of student work, facilitating work by students with evidence of student voice, aesthetic reasoning, and sustainability.

As is evident from this report, there is much going on at City University to move the program to meet Standard V criteria. Some of these initiatives need to be completed. For example, the New Course Revision Process will be continuing for the next year until all courses have come up for redesign. In the mean time, all course have had the new State competencies added to them and adjustments made accordingly at the instructor level. Throughout this New Course Development process, Curriculum Design Teams will be discussing course subject matter, pedagogy, assessments, rubrics, and learning targets which include State competencies, Standard V criteria, and University Goals. Special work will need to be focused on adding concepts of sustainability and aesthetic thinking to our curriculum through the Design Team process.

Work on integrating sustainability into curriculum will get additional focus as faculty member, Judith Gray begins work with Islandwood. Islandwood and City University will be working together to design an endorsement in sustainability. The work on this endorsement will inform curriculum in all our programs. Dr. Gray will then work with curriculum design teams to integrate the values of sustainability in all curriculum. Data providing information about the success and impact of program changes will need to be gathered and aggregated. The assessment committee will do the initial collection and analysis followed by a dispersal of the information to other committees and stakeholders, such as the PEAB. From this feedback, faculty will make program adjustments and refinements.

    b. Expanding current K-12 partnerships and building new K-12 partnerships to begin joint Standard V training activities

Additional K-12 partnerships will be established to provide co-training and teaching opportunities for K-12 schools with City University faculty and candidates. Discussions about curriculum are already common in City University partnerships with alternative routes advisory groups. The structure of Saturday training sessions is also in place. These should be relatively straightforward adjustments. Building a structure with new schools for the BAEd and MIT will be more difficult. In this case, it will be difficult to find funding for the training sessions. Ground work for a format for training with partnership schools was created when City University prepared a proposal for the Standard V pilot grants. Schools were also identified that were eager to work with City University at this level of commitment. Faculty will be meeting this summer to try and figure ways in which these partnerships can be structured to achieve training within the budgets of all participants. As with the curriculum work, data providing information about the

success and impact of program changes will need to be gathered and aggregated. The assessment committee will do the initial collection and analysis followed by a dispersal of the information to other committees and stakeholders, such as the PEAB. From this feedback, faculty will make program adjustments and refinements.

       c.   Teacher Performance Assessment (TPA) consortium

      City University is part of the Washington team of universities who have joined a ten state consortium to pilot a new version of the PPA. This consortium is supported by the American Association of Colleges for Teacher Education (AACTE) and the Council for Chief State School Officers (CCSSO). This effort will be an exciting one for City University faculty. Faculty will be engaged in adapting the Performance Assessment of California Teachers (PACT) assessment with many of our candidates. This process will engage City University faculty with other universities in the state and the nation in critical conversations around appropriate and effective performance activities and measures for teacher assessment. As is evident from references in this document, the current PPA holds most of the Standard V language and as such is pivotal in driving the development of program to meet Standard V criteria. The new PACT assessment will hold equal if not more weight in making Standard V criteria a reality for all candidates.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

May 27, 2009

To: The Professional Educator Standards Board
From: The City Professional Educational Advisory Board
Subject: Review of Standard V

Dear PESB Members,

The City University PEAB has reviewed Standard V in regards to City University's programs twice in 2009. The first review was of the matrix that was presented earlier this year. The second review was on May 14, 2009 when we discussed Standard V, the document and revisions.
As a member of the Standard V committee in 2007 I felt that I was able to articulate the changes and intent of the new Standard V to other PEAB members.
Please contact me at school 253-373-2584 or after June 23rd at home at 253-630-2916. I will happy to answer any questions that you may have regarding the PEAB's involvement with Standard V.

Thank you,

Mary Jo Lambert
City University PEAB Chair

Appendix A

Program Design Guide

Program Name: Master in Teaching (MIT)
Program Description: The Master in Teaching program prepares teacher candidates who make a positive impact on student learning based on student needs in relation to state learning standards. Candidates continuously improve their performance by refining their skills as reflective practitioners through course work and field experiences; by working collaboratively with colleagues, families, and community resources; and by engaging in career-long professional development. Additionally, this professional graduate degree program develops candidates' competence in interpreting, organizing, and communicating knowledge and in developing the analytical and performance skills needed for the conduct and advancement of professional practice. To these ends, candidates research and implement best practices throughout the program, culminating in design and implementation of action research during student teaching. Graduates earn a Master in Teaching degree, initial teacher certification, and endorsement in Elementary Education (K-8) and/or Special Education (P-12).
Program Entry Requirements: (1) WEST-B Pass; (2) 2.75 or higher incoming GPA; (3) Entry Portfolio; (4) Entry Interview; (5) Other program-specific requirements.

Program Outcomes	CityU Learning Goals	Required Assessments	Core Concepts, Knowledge and Skills
What must the learner successfully demonstrate as a result of this program? In this program, learners:	Which CityU Learning Goals are supported by program outcomes?	Which *major* graded assessment(s) provide evidence that the learner can demonstrate proficiency in this program outcome?	What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in program outcomes?
A. Planning: Plan learning experiences for student understanding.	1, 3, 4, 5, 6	Performance-based Pedagogy Assessment (PPA) (A-G) Essential dispositions (D, E, F) Analysis of evidence e-portfolio (A-G) Action research (A-G)	Theory to practice Essential dispositions Human growth & development EALRs and GLEs Instructional strategies Assessment strategies Curriculum modification Integrating technology Classroom management Supporting students Cultural sensitivity
B. Instruction: Facilitate learning experiences to engage and support all students in learning.	1, 2, 3, 4, 5, 6		
C. Assessment: Design and use assessment for student learning.	1, 3, 4, 5, 6		

Program Outcomes	CityU Learning Goals	Required Assessments	Core Concepts, Knowledge and Skills
What must the learner successfully demonstrate as a result of this program? In this program, learners:	Which CityU Learning Goals are supported by program outcomes?	Which *major* graded assessment(s) provide evidence that the learner can demonstrate proficiency in this program outcome?	What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in program outcomes?
D. Learning Environment: Establish and maintain effective learning environments.	1, 2, 3, 4, 5, 6		Family & community as partners Reflective practitioner Professional practice & growth Content area knowledge Endorsement competencies Collaboration Research process
E. Diversity & Relationships: Prepare students to live and work in a multicultural world.	1, 2, 3, 4, 5, 6		
F. Professionalism: Demonstrate dispositions of a professional educator, reflect on practice, and engage in professional development.	1, 2, 3, 4, 5, 6		
G. Research-based Pedagogy: Integrate research process into practice and articulate value of findings for the profession.	1, 2, 3, 4, 5, 6		

Correlation of Courses and Major Assessments

Courses	Major Assessments[1]			
	Performance-based Pedagogy Assessment (PPA)[2]	Essential dispositions[3]	Analysis of evidence e-portfolio[4]	Action Research[5]
Teacher Certification Core:				
ETC 501 Human Growth and Development	P	D		
ETC 504 Classroom Management	P	D		
ETC 519 Curriculum and Instruction Methods	P	D		X
ETC 530 Fundamentals of Teacher Research	P	D		X
ETC/ESP 541 Mathematics: Concepts and Methods	P	D		
ETC/ESP 547 Reading Concepts and Methods II: Vocabulary, Phonics, and Comprehension	P	D		
ETC 552 Diversity in Schools and Society	P	D		
ETC 553 Public School Law	P	D		
ETC 556 Introduction to Schools and Society	P	D		
ETC 572 Internship I	X	X	X	
ETC 573 Internship II	X	X	X	
ETC 574 Internship III	X	X	X	
ETC 575/576 Student Teaching I and II	P	X	X	X
ETC 583 Reading Methods and Concepts I: Phonemic Awareness, Phonics, and Comprehension	P	D		
ETC 600 Master Project	P	D	X	X
ELED Endorsement:				
ETC 502 Health, Fitness, and Safe Living	P	D		

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[1] Formative assessments in courses prepare candidates to perform well on "major" summative assessments listed in column headings of this table.

[2] The candidate improves performance relative to the PPA during all internships and must meet all 57 criteria of the PPA during student teaching indicated by an "X". A "P" in the PPA column for a course other than a field experience indicates the course Prepares candidates to meet one or more PPA criteria.

[3] Candidates must Develop and Demonstrate essential dispositions in all university courses and field experiences indicated by a "D". An "X" indicates candidates experience direct evaluation of disposition-related performance in each field experience. A candidate's demonstration of dispositional issues at any time while in program may result in issuance of a focus of concern and plan for improvement.

[4] The analysis of evidence portfolio focuses on the candidate's ability to analyze in depth and to communicate how well student-based and teacher-based evidence of the candidate's performance connects with performance criteria. Student-based evidence comes only from field experiences, as indicated by "Xs". Teacher-based evidence may come from field experiences (X) and from university courses (unmarked). All courses require reflection on quality evidence relative to course performances and products.

[5] Candidates learn the principles of action research as a practical classroom methodology in the first quarter of the program during Curriculum & Instruction, apply those principles throughout the program (especially in methods courses), develop a more formalized understanding of action research in the Fundamentals of Action Research course, and propose and implement an action research study during student teaching.

*Designates a course for potential elimination because it duplicates an ETC course.

Courses	Major Assessments[1]			
	Performance-based Pedagogy Assessment (PPA)[2]	Essential dispositions[3]	Analysis of evidence e-portfolio[4]	Action Research[5]
ETC 503 Creative Arts	P	D		
ETC 511 Educational Testing, Assessment, and Evaluation	P	D		
ETC 542 Language Arts: Concepts and Methods	P	D		
ETC 544 Social Studies: Concepts and Methods	P	D		
ETC 546 Science: Concepts and Methods	P	D		
ETC 585 Special Education and Special Programs	P	D		
ETC 586 Technology Integration in the Classroom	P	D		
SPED Endorsement:				
ESP 522 Curriculum Modifications and Adaptations	P	D		
ESP 523 Instructional Strategies K-12	P	D		
ESP 524 Classroom Management*	P	D		
ESP 525 Behavior Analysis and Management	P	D		
ESP 526 Teaming, Collaboration, and Transitions	P	D		
ESP 527 Learning Environments and Alternate Delivery Systems	P	D		
ESP 528 Student Assessment and Evaluation	P	D		
ESP 529 Fundamentals of the IEP Process	P	D		
ESP 531 Exceptionality in Special Education	P	D		
ESP 532 Special Education Issues	P	D		
ESP 545 Reading Concepts and Methods II: Vocabulary, Phonics, and Comprehension*	P	D		
ESP 583 Reading Methods and Concepts I: Phonemic Awareness, Phonics, and Comprehension*	X			

CityUniversity
of Seattle

COURSE GUIDE

SCHOOL OF EDUCATION
ETC 541: MATHEMATICS: CONCEPTS AND METHODS

5 Credit Hours
Effective: April 2009

This document provides an overview of the foundation elements and required assignments for the course. For information about general policies, please see the City University of Seattle catalog. If you have additional questions about the course, please contact your instructor.

COURSE DESCRIPTION

Candidates will acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this course, candidates investigate various teaching strategies to motivate children and to help them learn mathematical concepts. The course exposes candidates to a variety of curricular materials and techniques. Course design emphasizes balanced instruction that enables students to articulate mathematical understanding across concrete, representational, and symbolic cognitive levels. The course also emphasizes state and national standards, the use of manipulatives and technology to support student learning in K-8 classrooms.

Course Entry Requirements: Admittance to the Master in Teaching Program or prior approval of MIT Director or Senior Faculty is required.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are listed on the My.CityU portal at Library>Resources by Course.

CITYU LEARNING GOALS

The content of this course addresses the following CityU Learning Goals:

- Professional Competency and Professional Identity
- Strong Communication and Interpesonnal Skills
- Critical Thinking
- Commitment to Ethical Practice and Service

PROGRAM CONTEXT

This course is designed to teach subject-specific pedagogy for mathematics education

- Planning: Plan learning experiences for student understanding.
- Instruction: Faciltiate learning experiences to engage and support all students in learning.
- Assessment: Design and use assessment for student learning.
- Research-based Pedagogy: Demonstrate integration of research process into practice

COURSE OUTCOMES

In this course, learners…

- Create learning experiences that make mathematics meaningful to students
- Design appropriate learning activities to engage students in learning
- Implement effective instructional strategies related to critical thinking and problem-solving skills
- Use assessment data to impact student learning
- Integrate appropriate technology into the learning environment

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Participation	10%
Mathematics Resource Notebook	15%
Instructional Demonstrations	15%
Instructional Plan	30%
Instructor Determined Assignments	30%
TOTAL	100%

Participation

The instructor will inform candidates of specific expectations and grading consistent with the course policy for participation.

Mathematics Resource Journal

Candidates will compile and present a mathematics resource journal for use by candidates when they teach. The journal will reflect logical organization of materials, including all of the areas covered in class and additional curricular materials selected to meet students' needs in mathematics.

Instructional Plan

Candidates will select a mathematics topic of study for a grade level (K-8) and design an appropriate progession of learning using the program-adopted instructional plan format.

1. Learning Targets
2. Assessment Strategies
3. Learning Experiences
4. Instructional Materials, Resources, and Technology
5. Family Interactions

Candidates will distribute the instructional plan to the class.

Instructional Demonstrations

Candidates will complete a minimum of two instructional demonstrations. For the first demonstration, each candidate will lead an activity on a topic assigned by the instructor. Generally, these will come from curricular materials used in local schools or mathematical concepts discussed in class in terms of teaching strategies. For the second demonstration, each candidate will select one instructional plan from their mathematics unit plan and teach this to fellow candidates. For each teaching experience, candidates will give definitions of all pertinent terms, step-by-step examples of how they would teach the concept or activity, use visual models as examples, and give instructions to guide student discussions.

Instructor-Determined Assignments

Candidates will complete assignments based on the mathematical concepts explored in class; some assignments in class and others outside of class. The course may will include a mid-term and/or final examination as determined by the instructor. These examinations will assess the complete content of the course including assigned readings, lectures, and discussions. The format of the mid-term and final exam may include multiple choice, short answer, and essay items. On the examinations, candidates must demonstrate the ability to understand terms, concepts, and frames of reference from texts, lectures, and other course materials, along with clear understanding of major issues. Candidates can present valid arguments with appropriate supportive detail, use appropriate analysis, synthesis, and evaluation, use proper organization and present a logical flow of response.

CityUniversity
of Seattle

INSTRUCTOR GUIDE
ETC 541: MATHEMATICS: CONCEPTS AND METHODS

Course Module #1 **Instructional Planning**
Note: Course modules do not necessarily correlate to the number of sessions in a course.

Course Outcomes Addressed in this Module:

1. Create learning experiences that make mathematics meaningful to students
2. Design appropriate learning activities to engage students in learning
3. Implement effective instructional strategies related to critical thinking and problem-solving skills
4. Use assessment data to impact student learning
5. Integrate appropriate technology into the learning environment

Core Concepts, Knowledge and Skills:

1. Language of mathematics
2. Mathematical communication
3. Connections among mathematical ideas
4. Theory to practice
5. Instructional strategies
6. Assessment strategies
7. Curriculum modification
8. Integrating technology
9. Content area knowledge
10. Reflective practitioner
11. Endorsement competencies
12. Collaboration
13. Research process

Learning Activities:

Options are found in Faculty Resources under Learning Activities

Note: Learning Activities with an asterisk (*) are required and cannot be altered without approval from course manager.

1. *Instructional unit plans
2. *Instructional demonstrations

Instructor Notes:

Note:

1. Provide extra guidance or insight – if applicable.
2. Indicate which required assessment is due – if applicable

Instructional Plan Rubric

Candidates will select a mathematics topic of study for a grade level (K-8) and design an appropriate progression of learning using the program-adopted instructional plan format.

6. Learning Targets
7. Assessment Strategies
8. Learning Experiences
9. Instructional Materials, Resources, and Technology
10. Family Interactions

Candidates will distribute the instructional plan to the class.

Graduate Percentage Scale:		0.00 - 68.74%	68.75 - 81.24%	81.25 - 93.74%	93.75 - 100%
Graduate Scaled Score:		0.0 - 1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Learning Targets	20%	One or more sub-category is missing in format	Sub-categories are included but the link between each sub-category is not clear or convincing	Sub-categories show evidence of interconnectedness between long-term goals, EALRs/GLEs and daily learning target from student perspective	Sub-categories are interconnected, original, and inspirational
Assessment Strategies (rationale only)	20%	Rationale provides limited evidence of candidates understanding of the distinction between formative and summative assessment as it relates to this unit	Rationale is weak or unclear as to why formative and/or summative assessment strategies would be essential for students to meet this lesson's learning target	Rationale is concise and convincing as to why formative and/or summative assessment strategies would be essential for students to meet this lesson's learning target	Rationale is concise and convincing and includes specific types of formative or summative assessment tools that would help students meet target.
	30%	Sequence of learning activities is not logical or	Sequence of learning activities is	Sequence of learning activities is logical and	Sequence of learning activities addresses all

		chronological	logical and addresses less than 4 of the provided Guiding Questions for the section of the plan	addresses all of the provided Guiding Questions for this section of the plan	Guiding Questions and demonstrates teaching to a variety of learning styles
Instructional Materials, Resources, and Technology	15%	No resources, technology or instructional materials accessed through CityU library are evident	One resource, accessed through the CityU library is appropriate for the classroom students chosen for the unit plan	Two or more resources, accessed through the CityU library are appropriate for classroom students chosen for the unit plan	Two or more professional resources which are appropriate for classroom students chosen for the unit plan and include engaging instructional materials, researched resources, as well as technology
Family Interactions	15%	No plan to involve parents or families in the learning process is evident	One-way communication to parents or families is evident	A means of using parents or families as partners in the learning process is evident	An original or particularly engaging means of using parents or families as partners in the learning process is evident
TOTAL	100%				

Instructional Demonstrations

Candidates will complete a minimum of two instructional demonstrations during the course. First, each candidate will lead an activity directed by the instructor. Generally, these will come from curricular materials used in local schools or mathematical concepts discussed in class in terms of teaching strategies. Second, each candidate will select one instructional plan from their mathematics unit plan and teach this to other candidates. For each teaching experience, candidates will give definitions of all pertinent terms, give step-by-step examples of how they would teach the concept or activity, use visual models as examples, and give instructions to guide candidate participation. Candidates are encouraged to use collegial review for this assignment prior to submission to the instructor.

Graduate Percentage Scale:		0.00 - 68.74%	68.75 - 81.24%	81.25 - 93.74%	93.75 - 100%
Graduate Scaled Score:		0.0 - 1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Completeness	40%	Demonstration	Demonstration	Demonstration	Demonatration

of demonstration		was poorly prepared and unrelated to concept being discussed	was incomplete	was well prepared and complete	went beyond what was required and challenged the observer to think
Demonstrated understanding of concept	30%	Presentation was not related to concept being demonstrated	Did not demonstrated knowledge of concept	Understood and demonstrated understanding of concept	Was able to related concept being demonstated to other areas of learning
Use of visual models	30%	No visual models were used or did not support concept	Visual models did not support concept being demonstrated	Visual models were included and supported concept	Visual models greatly enhanced concept being demonstated

Course Module #2 **Mathematical Concepts and Methods**
Note: Course modules do not necessarily correlate to the number of sessions in a course.

Course Outcomes Addressed in this Module:

1. Create learning experiences that make mathematics meaningful to students
2. Design appropriate learning activities to engage students in learning
3. Implement effective instructional strategies related to critical thinking and problem-solving skills
4. Use assessment data to impact student learning
5. Integrate appropriate technology into the learning environment

Core Concepts, Knowledge and Skills:

1. Language of mathematics
2. Mathematical communication
3. Connections among mathematical ideas
4. Theory to practice
5. Instructional strategies
6. Assessment strategies
7. Curriculum modification
8. Integrating technology
9. Content area knowledge
10. Reflective practitioner
11. Endorsement competencies
12. Collaboration
13. Research process

Learning Activities:
Options are found in Faculty Resources under Learning Activities
Note: Learning Activities with an asterisk (*) are required and cannot be altered without approval from course manager.

1. *Mathematics resource note book
2. *In-class/Take-home assignments

Instructor Notes:
Note:
1. Provide extra guidance or insight – if applicable.

2. Indicate which required assessment is due – if applicable

Mathematics Resource Notebook

Candidates will compile and present a mathematics resource notebook which will include all of the areas covered in class and any additional curricular materials. This journal is for the use of candidates when beginning to teach and must be structured to meet individual needs within the class guidelines.

Graduate Percentage Scale:		0.00 - 68.74%	68.75 - 81.24%	81.25 - 93.74%	93.75 - 100%
Graduate Scaled Score:		0.0 - 1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Quality of Materials	50%	-Assignment contains numerous grammatical, punctuation, and spelling errors.	- Assignment contains few grammatical, punctuation and spelling errors.	- Rules of grammar, usage, and punctuation are followed with minor errors that do not detract from the readability of the work. - Spelling is correct.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.
Organization	25%	- Organization and structure detract from the message of the assignment.	- Structure of the assignment is not easy to follow.	- Structure is mostly clear and easy to follow.	-Structure of the assignment is clear and easy to follow.
Quality of Presentation	25%	- Analyses and/or reflections are not included	- Analyses and/or reflections are not well organized or clear	- Analyses are organized and easy to follow	Analyses are organized logically, clearly presented, titled properly, easy to understand by a lay reader, address the materials covered

Instructor-Determined Assignments

Candidates will complete assignments based on the mathematical concepts explored in class; some assignments in class and others outside of class. The course may will include a mid-term and/or final

examination as determined by the instructor. These examinations will assess the complete content of the course including assigned readings, lectures, and discussions. The format of the mid-term and final exam may include multiple choice, short answer, and essay items. On the examinations, candidates must demonstrate the ability to understand terms, concepts, and frames of reference from texts, lectures, and other course materials, along with clear understanding of major issues. Candidates can present valid arguments with appropriate supportive detail, use appropriate analysis, synthesis, and evaluation, use proper organization and present a logical flow of response.

Graduate Percentage Scale:		0.00 - 68.74%	68.75 - 81.24%	81.25 - 93.74%	93.75 - 100%
Graduate Scaled Score:		0.0 - 1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Demonstrate understanding of concept	50%	Cannot demonstrate or articulate the concept	Demonstrates minimal understanding of the concept and cannot articulate its meaning	Demonstrates understanding of the concept and and articulates its meaning	Clearly understands the concept and go beyond the basics articulating its meaning
Extend application of concept	25%	Clearly does not understand the concept or its application	Cannot not appropriately describe the application of the concept	Can describe the concept and its understanding	Clearly understands the concept and can extend its application to other areas
Appropriateness of response	25%	Misses the point completely	Seems to understand the concept but still seems to miss the point	Understands the concept and is on task	Is concise and clear in their analysis of the concept being studied

Appendix B

Appendix

Template for Self-assessment of Classroom Management Training and Skills

<u>Cite experiences/training of each approach.</u>

	Low Teacher Control Approaches	Medium Teacher Control Approaches	High Teacher Control Approaches
Training (seminars, conferences, in-service, courses)			
Classroom Experiences Name grade levels or special environments where you've spent time and best practices with this approach have been modeled.			
High Confidence Identify environments, grade levels, or situations with which you are most comfortable or confident			
Low Confidence Identify environments,			

grade levels, populations or situations with which you are least comfortable or confident.			

Template for Classroom Observation of Approach to Control

Complete the template for each classroom observation. Maintain confidentiality by describing the classroom characteristics without school, teacher, or student names.

Classroom and School Characteristics	Setting (grade, size of school and class, gender, adults in classroom)	Cultural Diversity	Special Needs	Social and Economic factors
Approach _____	*What did you see or hear that gave evidence that the teacher was using a high, medium or low approach?*			
Effectiveness of Approach Identify specific behaviors and populations (as applicable)	*What did you see or hear that gave evidence that the approach was effective?*			
Limitations of Approach Identify specific behaviors and populations (as applicable)	*What did you see or hear that gave evidence of the limitations of the approach?*			

Appendix C

CityUniversity
of Seattle
Teacher Certification Programs

INSTRUCTIONAL PLAN AND RATIONALE
Aligned with the Performance-based Pedagogy Assessment (PPA)

Teacher Candidate:		Date Taught:	
Cooperating Teacher:		School / District:	
Grade:		Field Supervisor:	
Unit / Subject:			
Lesson Title / Focus:			

INSTRUCTIONS: Using guiding questions relevant to this lesson, describe your plan and its rationale in each of the following planning areas. Refer to Appendix A for a list of guiding questions.

Learning Targets	
Long-term Learning Goal:	
EALRs/GLEs:	
Learning Target for This Lesson:	
Rationale:	

Assessment Strategies	
PLAN	RATIONALE

Learning Experiences	
PLAN	RATIONALE

Instructional Materials, Resources, and Technology	
PLAN	RATIONALE

Family Interactions	
PLAN	RATIONALE

Guiding Questions

Learning Targets
What do you want students to know or do as a result of this lesson?

    a.   How does this lesson's learning target relate to the state's EALRs/GLEs, district goals, school goals, or classroom goals?
    b.   How do this lesson's learning target(s) relate to previous and future lessons?
    c.   How do the learning targets incorporate a multicultural perspective?
    d.   Why are the learning targets appropriate for all students in the class? (Highlight any modifications for individual students.)
    e.   Does the lesson learning target use student-friendly language?
    f.   Does the lesson learning target lead toward achievement of the selected EALRs/GLES and the long-term goal?

Assessment Strategies
What evidence will you collect to show that all students met the learning target? Attach assessment descriptions, rubrics, or assessment documents.

    a.   How does the strategy accommodate diverse student needs (e.g., developmental and achievement levels, cultural differences, linguistic backgrounds)?
    b.   How does the plan use formative assessment?
    c.   How does the plan use summative assessment?
    d.   What student-based evidence will you collect (student work, student voice)?

Learning Experiences
Describe the sequence of activities in the progression of learning including how students will use resources to achieve the learning target.

a. Have you ordered steps in this section chronologically to show the sequence of events from the start of the lesson to the end?
b. How will you group students?
c. How will you include *set, rationale, learning activities, monitoring*, *closure, and follow-up*?
d. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status (SES), and gender?
e. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
f. How do the experiences incorporate multicultural perspectives?
g. How do the experiences stimulate student problem solving and critical thinking?
h. How do the experiences create an inclusive and supportive learning community?
i. Describe the research base or principles of effective practice that form the basis of the learning experiences.

Instructional Materials, Resources, and Technology
With what resources will students engage to achieve the learning target? (Attach copies of any materials students will use during the lesson, e.g., handouts, questions to answer, and worksheets.)

Family Interactions
Describe your plan for collaboration with families to support student learning.

The plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. Prior to the observation, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.

Appendix D
Rubric for Presentation on Evidence of Positive Impact on Student Learning

Criteria and Definition	Undeveloped Needs Instruction 0-1 point	Developing Needs Refinement 1-2 points	At Standard 2-3 points	Quality 3-4 points	Points
Context Describe the classroom, students, and community	Missing elements and/or rambling description of the classroom; names school, students, or community	Incomplete or wordy description of the classroom, students, and community	Describes the necessary classroom, community, and student demographics succinctly without naming or breach of confidentiality	Succinct yet informative description with data and/or dynamics that give audience a picture of the unique quality and challenges; honors confidentiality	
Problem definition Define the learning problem and or target (may be an IEP goal)	The problem and/or learning target are missing or unclear to the audience	Problem and/or learning target need clearer definition, assessment data, and/or concrete examples	Problem definition is supported by assessment data with concrete examples	Succinct description of the problem with clear learning targets, assessment data, and concrete supportive evidence establishes a baseline for learning	
Instructional Approach, Intervention, or Unit of Study Describe the instructional decision; may be a unit, set of plans, or a series of learning activities toward IEP goal/s	The instruction or unit lacks alignment with the assessed problem; unclear description or lack of visuals confuse audience	Unclear connection between the instruction and the learning needs; wordy descriptions or hard to read visuals impair audience understanding	The instructional choice is aligned with the problem definition and learning targets; developmentally appropriate modifications for inclusion of all students; artifacts or visuals help the audience to understand the project	Candidates create or modify curriculum to include all students, personalize learning, engage students in active learning, and encourage student reflection on their progress; a variety of artifacts enhance the audience understanding	

What happened? Describe the implementation	Little or no evidence of active learning; all evidence is of teacher directed lessons	Candidate shows evidence of setting goals and trying active, student-focused learning	Evidence of student interaction, personalized learning targets, and hands-on activities that are meaningful to students	Evidence that students are given voice in determining and managing their own learning; students reflect on their learning	

Note: This rubric aligns with the Rubric for Communicating about Artifacts that guides the BA and Alternative Routes candidates' collection of
      evidence for the portfolio. The highest quality evidence over time is the suggested final presentation.

Criteria and Definition	Undeveloped Needs Instruction 0-1 point	Developing Needs Refinement 1-2 points	At Standard 2-3 points	Quality 3-4 points	Points
Using evidence to make decisions Describe both formative and summative assessments used to make decisions and evaluate the results of instruction	Little or no evidence that assessment guided instructional choices; little or no evidence to support conclusions	Evidence of using a assessment, albeit limited, to make decisions and to assess progress; unconvincing conclusions	Candidates give evidence of employing both formative and summative assessment to guide decisions and substantiate their conclusions	Triangulated evidence (from 3 or more different angles) shows growth over time; all conclusions are supported by evidence	
Evaluation & Reflection Describe how the learning was *meaningful* to students/families and the teacher's professional development.	Little or no reflection on the importance of the experience to student or personal professional development	Incomplete or wordy reflection on professional growth or student learning	Candidate reflects on student learning and/or their growth as a professional educator	Succinct yet purposeful reflection captures the importance of the experience to both professional growth and student learning; identifies the next step in learning and/or professional development.	
Professional Presentation • Succinct & clear • Practiced • Confidently organized • Protects confidentiality	Disorganization and/or missing components distract audience from understanding the material	All components present but needs practice to present confidently:	Succinct presentation of 5-10 minutes; no distracting mannerisms, voice projects and is well paced; does not read from slides; well-prepared	Presenter is confident, prepared, succinct, and engaging; confidence in navigating the technology	
Use of Visuals and Artifacts	Missing or wordy visuals distract the audience or the presenter; evidence is not convincing	Practice needed in working with visuals; Audience needs to be considered in creation of visuals; evidence present but practice needed in talking about it in a convincing and succinct manner	Informative visuals, readable and appropriate for audience; 3—5 bullets per slide (if using PowerPoint); enhances presentation with information other than what that presenter is saying; several artifacts provide convincing evidence of positive impact	A variety of creative and engaging visuals enhance presentation without being distracting; triangulated evidence is provided in a convincing manner; audience is convinced and engaged	

Action Research Report Rubric

Candidate: _____

Date: _____

Title/Grade Level: _____

The Master in Teaching Action Research Report will be assessed according to the criteria in the rubric below. To pass, a candidate must score in the excellent or acceptable range in all areas with a minimum point value of 18 to 27 possible points.

Rating Scale	Unacceptable – 1 point	Acceptable – 2 Points	Excellent – 3 Points
1. Context (Introduction, Opportunity for Improvement, Rationale)	☐	☐	☐
	School and student demographics, learning opportunity, and rationale for implementing research not adequately described	School and student demographics, learning opportunity, and rationale for implementing research adequately explained, but lacking detail	School and student demographics, learning opportunity, and rationale for implementing research clearly and thoroughly articulated
2. Literature Review	☐	☐	☐
	Learning deficit not adequately investigated; instructional intervention not supported by reference materials cited	Learning deficit adequately investigated; instructional intervention mentioned in reference materials cited	Learning deficit thoroughly investigated; instructional intervention clearly supported by reference materials cited
3. Question/Objective(s)	☐	☐	☐
	Opportunity for improvement not stated as a question; or objective(s) not measurable; or objective(s) not tied to triangulated assessments	Opportunity for improvement stated as a question; objective(s) measurable and tied to triangulated assessments, but connections leave ambiguity	Opportunity for improvement concisely stated as a question; objective(s) measurable and clearly tied to triangulated assessments
4. Methodology	☐	☐	☐
	Instructional intervention and triangulated assessments not adequately explained; or intervention not timely; or did not demonstrate one or more "best practices"; or did not accommodate diverse needs of students	Instructional intervention and triangulated assessments adequately explained; intervention timely, demonstrated one or more "best practices", and accommodated diverse needs of students, but not appropriately targeted to subject population	Instructional intervention and triangulated assessments clearly and thoroughly explained; intervention timely, demonstrated one or more "best practices", and accommodated diverse needs of students
5. Results/Conclusions	☐	☐	☐
	Implementation of instructional intervention, application of assessments, and data collection process not adequately described; conclusions regarding the quality of positive impacts on student learning and plans for incorporation in future learning not adequately described	Implementation of instructional intervention, application of assessments, and data collection process adequately described; conclusions regarding the quality of positive impacts on student learning and plans for incorporation in future adequately described	Implementation of instructional intervention, application of assessments, and data collection process clearly and thoroughly described; conclusions regarding the quality of positive impacts on student learning and plans for incorporation in future learning clearly articulated
6. References	☐	☐	☐
	Less than 12 references included; or not all references cited in body of paper	Minimum of 12 references included; all references cited in body of paper	Fifteen or more references included; all references cited in body of paper
7. Appendices	☐	☐	☐
	No appendices included; or assessment results not adequately documented in tables/graphs; student work samples not	Assessment results adequately documented in tables/graphs; student work samples included provided some evidence of the impact on student	Assessment results clearly and thoroughly documented in tables/graphs; student work samples included enhanced evidence of the impact

	included or did not provide evidence of any impact on student learning	learning	on student learning
8. Format (APA & MIT guidelines, including Signature Page, Table of Contents aligned with document pages, font/format of headings, all sections included, use of active voice and past tense, correct grammatical construction, correct spelling, proofreading)	☐ Report contained multiple formatting errors, indicating insufficient proofreading or lack of knowledge of correct formatting conventions	☐ Report met most formatting expectations, but included minor errors not identified by proofreading	☐ Report met or exceeded all formatting expectations, indicating a thorough job of proofreading
9. Overall	☐ Action Research Report did not meet minimum expectations	☐ Action Research Report met expectations	☐ Action Research Report clearly exceeded expectations and warranted special recognition
Total			

Comments:

Appendix E

Rubric for Guiding Choice, Display, and Communication of Artifacts in Portfolio

Rows 1-3 (first page) refer to the way we communicate about evidence, either in writing (the cover page) or orally in an interview, conference, or oral evaluation. Columns 4-7 (2nd page) refer to criteria of quality evidence.

Criteria and Definition	Undeveloped Needs Instruction 0-1 point	Developing Needs Refinement 1-2 points	At Standard 2-3 points	Quality 3-4 points	Points
Description Paragraph one of the cover page and the opening lines of an oral presentation of evidence describe the artifact in one's hand.	Description of the artifact is missing or confusing	Unclear, incomplete, or wordy description of the artifact	Clear and succinct description of artifact	Description of artifact is engaging yet succinct, leaving the audience wanting to know more	
Rationale/Analysis Paragraph two of the cover page and the 2nd part of an oral presentation of evidence make the connection of the evidence to the standard or expected goal.	Missing connection between the artifact and the standard	Connection between the artifact and the teaching standard/s is incomplete or wordy.	Clear connection between the artifact and the teaching standards; language considers the intended audience	The rationale and analysis for this artifact as evidence is succinctly connected to the standard; modifies and checks for understanding of the intended audience	
Evaluation & Reflection Paragraph three of the cover page and the conclusion of a presentation of evidence focus on how the learning was *meaningful* to students/families and the teacher's professional development.	Little or no reflection on the importance of the experience to student or personal professional development	Incomplete or wordy reflection on professional growth or student learning	Candidate reflects on student learning and/or their growth as a professional educator	Succinct yet purposeful reflection captures the importance of the experience to both professional growth and student learning; identifies the next step in learning and/or professional development.	

Criteria and Definition	Undeveloped Needs Instruction 0-1 point	Developing Needs Refinement 1-2 points	At Standard 2-3 points	Quality 3-4 points	Points
Range of Students Candidates display (in a single artifact or across the portfolio) evidence of their effectiveness in variety of grade levels and with students of varying learning needs and cultures	Evidence targets a single demographic	Limited range of students, leaving the audience with questions about flexibility or ability to modify for differences	Evidence of effectiveness with a range of student needs, cultures, ages	All students are considered in the discussion of evidence; evidence that the candidate reflects upon the application across grades, cultures, and student learning needs	
Range of settings and display Candidates display evidence of their effectiveness in a variety of instructional approaches and settings; the portfolio contains a variety of kinds of artifacts.	Artifacts look the same and are focused on the same grade levels or settings	Limited evidence of candidate skills to employ a range of instructional strategies; artifacts look similar across the portfolio	The artifact demonstrates effectiveness unlike others in the portfolio in style, grade level, and/or setting	Unique artifact/s show the candidate's skill in choosing instructional strategies aligned to the developmental level of students and the learning targets across content areas and student needs	
Active Learning Candidates show progress in making learning personal, active, and meaningful to students.	Little or no evidence of active learning; all evidence is of teacher directed lessons	Candidate shows evidence of setting goals and trying active, student-focused learning	Evidence of student interaction, personalized learning targets, and hands-on activities that are meaningful to students	Evidence that students are given voice in determining and managing their own learning; students reflect on their learning	
Using evidence to make decisions Candidates reflect upon a variety of assessments to make educational decisions	Little or no evidence that assessment of student needs guides instruction	Evidence of using a variety of assessment strategies	Candidates reflect upon a variety of assessments to make educational decisions	**Triangulated evidence shows growth over time	

**Consider using the best evidence over time for the *Final Presentation on Positive Impact on Student Learning*

Program Design Team Notes:

TCP Program Design Team (PDT) Members: Bobbi Fox, Theresa Gehrig (Library Liaison), Corll Morrissey, Lynn Olson, Barbara Scott-Johnson, Claudia Schwarmann, Craig Schieber (Director), Sue Seiber, Stephen Smith, Ed Strozyk, and Mike Walker (Chair).

September 29, 2008: Professional Educator Advisory Board (PEAB) reviewed draft, recommended improvements, and approved continued development of this program design guide. PEAB members present: Dominic Coor, Kimberlee Armstrong, Mary Jo Larson, Andre Glover, Remy Poon, Sarah Stanley, Bill Mortimer.

October 16, 2008: ASOE Curriculum Council (ASOE-CC) approved this program design guide for continuing development and its readiness for review by the Curriculum Quality Council (CQC).

October 23, 2008: Curriculum Quality Council (CQC) approved this program design guide for use in course development.

Teacher certification programs and candidate preparation align with many sets of standards and must fulfill requirements of state licensing and accrediting agencies. Additionally, CityU's global vision prompted the team to identify program outcomes that will facilitate offering teacher certification programs in other states and countries. The Team considered implications of adopting an existing set of standards as program outcomes (e.g., WACs, endorsement competencies, PPA criteria, teacher pro-cert criteria, state program review standards, IN ACTION elements, INTASC principles, National Board Certification's five core propositions). The first six titles described teacher certification requirements specific to Washington State. The last two titles outlined national standards for preservice teachers. Only the IN ACTION elements linked state standards with national standards.

The Team concluded that outcomes for all CityU teacher certification programs must align ultimately with the National Board Certification's five core propositions articulated for experienced and accomplished teachers. However, program outcomes must articulate state-specific requirements for licensure of pre-service teachers.

The Team adopted program outcomes based on the Positive Impact Elements of *Washington State Professional Development IN ACTION* (Bergeson, 2006). That plan described a career-long teacher professional growth continuum that linked standards for pre-service training, teacher assistance programs, professional certification, career-long professional development, and National Board certification. The IN ACTION continuum linked all five levels of professional development through six Positive Impact Elements, which the Team interpreted succinctly as Planning,

Instruction, Assessment, Learning Environment, Diversity & Relationships, and Professionalism. The team reasoned that adoption of IN ACTION's Positive Impact Elements:

- Meets state requirements for pre-service teacher standards while aligning with the professional development continuum, including national standards;
- Fulfills Washington Administrative Code (WAC) requirements;
- Directly addresses criteria of the Performance-based Pedagogy Assessment (PPA);
- Encompasses competencies required by a variety of endorsements; and
- Validates TCP's continuing use of modified teacher pro-cert criteria for candidate's analysis of evidence e-portfolio as a forward-looking tool to promote continuing professional development.

Office of the Superintendent of Public Instruction. (2006). *Washington state professional development IN ACTION: Linking professional development to personalized student learning* (Version Three). Olympia, WA: Author.

Appendix F

Notes from Alternative Routes Puget Sound Area Advisory
October 30, 2008
Present:

Kim Van Atta	Seattle Professional Development
Marcel Aranel	Renton HR
Rick Maloney	Highline HR
Patricia Grieff	Seattle Special Education
Darryl Pernat	Lake Washington HR
Betsy Wendt	CityU Faculty/Program Coordinator
Sharon Larson	Field Supervisor
Remy Poon	Seattle Math Coach; CityU instructor
Mea Moore	Professional Educator Standards Board
Patty Malloy	Evergreen Training – FIPSE Grant Evaluator
Corll Morrissey	CityU Faculty/Program Coordinator

2009 Program Starts: Design modification of 2009 fall start program will allow candidates to choose ELL or Special Education as their 2nd endorsement. Some dual endorsement candidates in the 2-year program will have Elementary and others will be Secondary Math (*ParaPipeline*). The single-endorsement 1-year Secondary Math program for career-changers is expanding service beyond Puget Sound to the Olympic Peninsula and Eastern Washington.

Patty Malloy, Mea Moore, and Corll Morrissey reported on collaborative design processes in response to mid and end-of-program evaluation of program. The hands-on participative evaluation and design has allowed CityU and participating districts to respond to local and individual candidate situations.

Current Challenges and Potential Solutions:

- **Student teaching:** Some candidates and mentors rush to assume control of the classroom before the candidate is ready. This will be addressed in the upcoming 4-session mentor training and in the upcoming candidate apprenticeship seminars. Program coordinators will review the Field Guide, Field Supervisor training, and Program Handbook to see if there is sufficient cautionary language.

- **Preparation for program**: CityU and PESB reps report that Route 1 candidates often take longer to prepare for program. This is exacerbated for candidates from under-represented populations who often need multiple attempts to pass the WEST-B, need writing/language support, or who have foreign transcript issues. Paraprofessionals report feeling paralyzed by the requirements. Value stated for community college programs providing early support, acting as "feeder programs." An

instrument for applicant self-assessment was shared. Consensus of value for involvement of community colleges on the advisory board.

- **Writing and speech articulation issues:** Writing issues remains a concern for CityU personnel and for the receiving districts. Sympathy expressed for candidates whose primary languages are other than English; agreement that the standard must be upheld for credibility with the public. Early preparation (prior to admission) preferred via community colleges. On-going expectations and structures to build habits within program insufficient to guarantee transfer to field without a comprehensive commitment of partners. Research will continue on best practices for intervention and support.

- **Admissions to applicant ratio:** Many applicants do not matriculate for a number of reasons. Many are screened out by tests or the admissions process (several interviews; not all candidates are appropriate for an alternative route). Uncertainty exists up to start of program. Partnership essential in getting candidates ready well in advance (one year preference).

- **Sustainability of program/funding**: PESB and Evergreen Training are seeking additional grant funds to replace the FIPSE grant that will expire in the coming year.

- **Accessibility of programs:** Interest expressed by south end district reps for a site in Renton or a surrounding district. CityU will move program where it can have a cohort of 15. A future advisory on the south end is possible with coordination between Tukwila, Highline, Renton, Kent, Tahoma.

Next meeting: January 14, 2009   Bellevue CityU Campus   10:00 AM

Appendix G

Notes: Math and Special Needs Conversation   01.07.09
Seattle Public Schools and City University of Seattle Teacher Certification

Attending: Tricia Grieff   SPS Special Education Coach
               Anna Maria dela Fuente   SPS Math Curriculum Manager
               Amy Malter   SPS Math Coach; City University Adjunct; CityU Mentor
               Kim Van Atta   SPS Professional Development
               Corll Morrissey   CityU Faculty/Program Coordinator Teacher Cert.
               Al Morasch   FIPSE Grant Evaluator

The meeting was convened in response to concerns expressed by recent graduates and their coaches of challenges experienced in differentiating instruction in mathematics. Participants agreed that while the problem is broader than special education and not specific to either CityU graduates nor first year teachers (nor endemic to Seattle Schools), the partnership between SPS and CityU offers opportunity to respond for the current cohort, recent grads, and for future cohorts. Information was gathered from participant experience, recent grads, and adjuncts.

Problem Definition:

- Teachers need strategies and models of how to adapt Every Day Math (EDM) and CPM (middle level) to the learning needs of students with special needs or general education students in need of an remediation or alternative delivery;

  - CityU math methods course (2007) contained insufficient modeling or expectation in assessment specific to differentiation;
  - CityU instructors of math methods were general education math specialists whereas curriculum modifications course taught by a special educator from Seattle, but not focused specific ally to EDM or CPM.

- Teachers confused by balance of age-defined and skill-appropriate curriculum expectations:

  - Are teachers permitted to use lower level curriculum if the IEP and skill level requires?
  - Is skill-appropriate curriculum available? Do teachers know how to access it?
  - What are the legal parameters of IEP skill definition and Least Restrictive Environment (LRE) expectations? Are teachers and principals clear about how to balance these?

- Teachers uncertain on how to stay on the pacing calendar and attending to IEP goals and other remediation or differentiation student needs;

  o Teachers uncertain on how to navigate the political waters;
  o Teachers uncertain on the parameters for including personal creativity and student-level modification/responsiveness within attention to pacing of the curriculum.

- ELL and race/culture need to be defined within "differentiation."

- Placements for interns/student teachers in classrooms that model best practices in differentiation and emerging "personalized learning" challenge universities and districts.

Solutions: The following solutions are identified as possible within the context of the partnership:

	Responsibility	Projected Time Frame
Revise Syllabus to include differentiation, modeling of differentiation throughout	C. Morrissey + team of SPS special ed and math consultants	Completion summer 2009;
Instructor Team to include math specialist and special educator	C. Morrissey with advise of SPS special ed. and math depts. will hire practitioner as adjuncts	Course 10/09 (hire by 6/09)
Seminars for current and recent grads on differentiation	C. Morrissey schedule; SPS will coordinate on guest facilitators	Begin winter 09 and extend throughout programs
Videos (currently available, in production, and proposed) will be shared between organizations, with instructors and with candidates	CityU will work with Marilyn Simpson/PESB to make Positive Impact videos available; SPS will connect CityU instructors and candidates with projects in process; CityU will incorporate into courses	Winter 09 - Positive Impact videos Fall 09 – video links on SPS website Link to Urban Math Project TBD Consideration of future video coordination
Model Classrooms – create identified network of classrooms for intern	SPS math and special education departments will identify and share this with	Begin winter 09 for 10/09 math focus quarter (current cohort); on-going for teacher

placement and candidate/teacher visits	CityU and prof. dev. placement & observation	prep and SPS professional development
Include ELL & Race/Culture into differentiation	CityU integration into all syllabi currently; will review courses and instructor support for specificity to math; Anna Maria and Corll will coordinate on extending this commitment	Within current program designs; will review for enhancement in the current curriculum revision process at university
Clarification on IEP and LRE parameters and communication to buildings/teachers	Anna Maria will work with SPS special ed and principals	Winter 09
Share Models of Balance of Curriculum, IEP goals, and Pacing	Anna Maria will connect with Sherry Studley to review process used at McClure; (bridge formed with CityU and candidates/grads as Sherry is adjunct working across organizations)	Winter/spring 09

Please advise of corrections or omissions. Information will be shared with the advisory and with the respective organizations and stakeholders.

Appendix H

Faculty Training
Tacoma Faculty Update – March 2009
CURRICULUM DEVELOPMENT
I am delighted to report that many of our faculty members have been serving on **curriculum course design teams** to improve current courses at CityU. This process, while time consuming, is providing opportunity for us to network, have important discussions and extend our own thinking about what is most important for future teachers. A special **THANK YOU** to the following instructors: Betty Williams, Willie Stewart, Judy Hassen, Camille Wooden, Jim Botsford, Kathy Paris, Betsy Minor-Reid, Steve Lynch, Bob McKean, Gary Spidahl, Lois Baker and Susan Kaelin.

FIRST QUARTER OVERVIEW (per your request at winter faculty meeting)
As you know, the programs we offer at the Tacoma site (BA of Ed, MIT 1-Year, and MIT 2-Year) have various start points and cycles. I am excited to report that faculty for the MIT 1-year program will be teaching courses completed in the new curriculum development process to a new cohort this coming Spring Quarter:

Bob McKean instructs *Introduction to Schools and Society*
Bob McKean instructs *Curriculum and Instruction Methods*
Steve Lynch instructs *Human Growth and Development*
Lynn Olson instructs *Educational Testing, Evaluation and Assessment*
Mike Brennan instructs *Mathematics: Concepts and Methods*

This is the quarter in which students plant the roots from which all other courses in the program grow. If learning targets are met for this quarter, **CityU students would be able to** answer these questions: What is the nature of children in general? How will I know WHAT to teach them? How will I know HOW to teach them? How will I know if they learned anything? How will I know how to plan lessons and units? How will my role in schools impact society and vice versa?

HIGHER WRITING EXPECTATIONS
Mike B., Bob, Steve and I will be working closely this quarter to ensure students know what Master's Level Writing looks like from the start of the program. Those instructors and **ALL OF YOU** are cordially invited to attend the **APA and writing workshop** that we will present on **April 27** for candidates from 1:00-4:00 p.m. I realize that will exclude those of you who work full-time. We now have rubrics and templates to help us be more consistent in our expectations for quality writing and this needs to be established early on so that instructors of subsequent courses can continue the writing expectations established.

We will know if we have improved our expectations for candidate writing a year from now, when Mike and I read Action Research Reports. If you find yourself reading a paper and thinking, "I would not want this candidate teaching my child," that is a good indicator that the writing needs serious revisions.

This is an area that our Tacoma program coordinators (Michael Fuller, Pat Naughton, Mike Walker, Claudia Schwarmann and myself) have set as a priority for improving our programs. We will help you as much as possible in this regard and greatly appreciate the time it takes to read and offer feedback on written work. Mike Walker is in beginning stages of developing a unique writing course that may help in the future. Children deserve teachers who know the basics of writing and can apply them in a professional context. Thank you, on behalf of the children that will one day be under the guidance of CityU graduates.

Attached are a few tools you may opt to have students attach to written assignments. You are also free to modify these to better fit your specific needs.
Lynn Olson

Tacoma Summer Quarter Faculty – May 2009
I so enjoy working with Tacoma faculty that I sense a smile approaching just at the mere thought of us gathering again. Before the new quarter begins, there are some things that all summer quarter faculty will need to know. I look forward to sharing that information face-to-face with you at our faculty meeting on **Wednesday, JUNE 4, 4:00-7:00 p.m.** I will provide refreshments and CityU will provide a stipend for your attendance. Please RSVP so we can have the paper work prepared for you when you arrive. The summer quarter faculty meeting agenda will address the following:

1. Everything you ever wanted to know about accessing and using documents in the new course development process (yes, all summer quarter MIT 1-year courses are now in the new system). This will be your first time teaching these courses in the new system and there are specific things you will need to know in order to implement the curriculum as intended. I think you will be pleased…when you understand how it all works together. Face-to-face is really important this time.
2. How do I write and post simple "learning targets" for every course session, so that I am reinforcing what we are asking candidates to do out in the field?
3. What samples of different levels of writing quality did first-quarter instructors compile that I can reference to help me be consistent in determining what is "master's level quality?"
4. Overall, what can I expect the new cohort of students to know and be able to do as a result of the learning experiences they engaged in during the first quarter?
5. How do I use the new assignment rubrics to actually figure out a student grade?
6. What surprises might I find in my Blackboard Shell when I prepare to teach my course this time around?
7. What student behaviors or patterns (if any) should I be aware of?

Please confirm the date and time on your calendars as I know June is a transition month for many of you. Thank you for all you do for children.

Appendix I
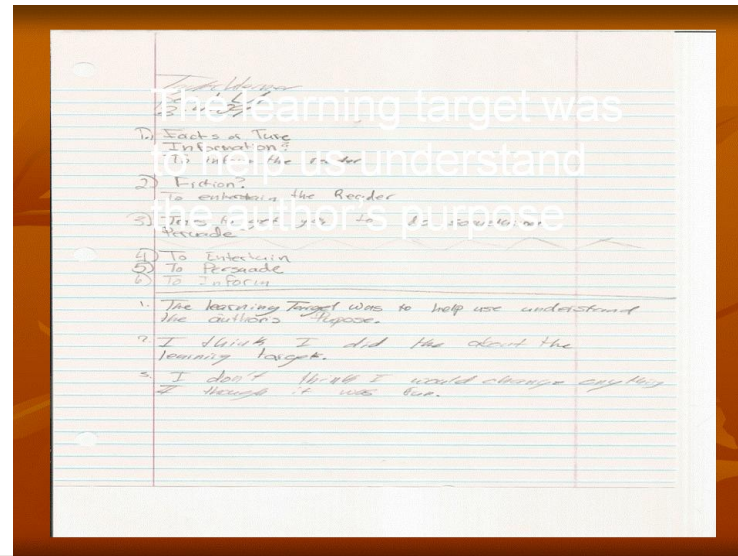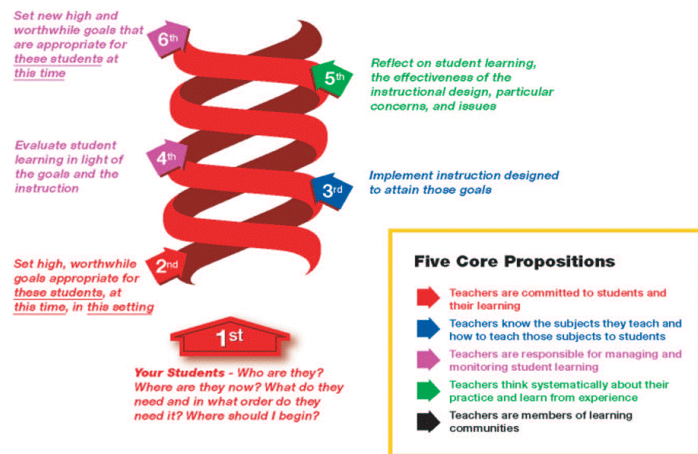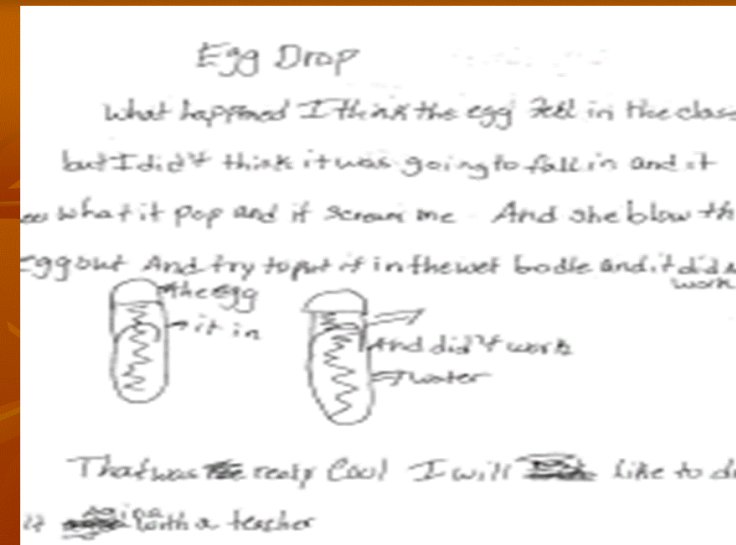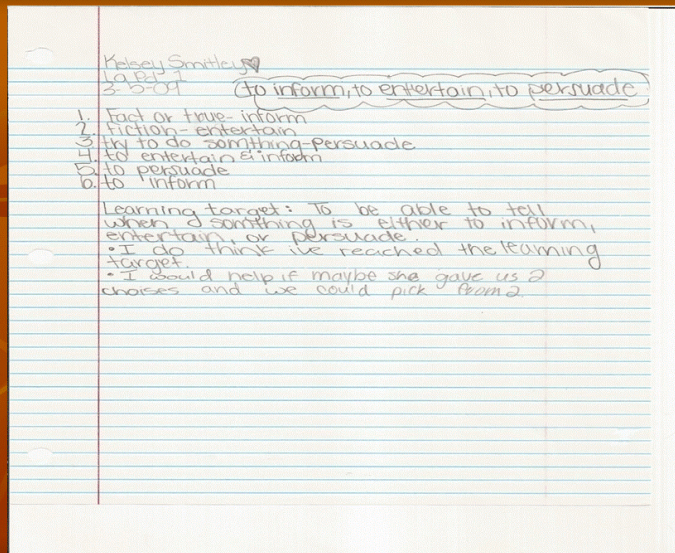
When given the opportunity…

When given the opportunity to do so, students will think about problems and their learning in accordance with their own mental frameworks.

When given the opportunity, students will always approach their learning in accordance with who they are.

When given the opportunity, students will always view their success or need to improve based on their understanding and what they know.

Illwaco

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When asked…

When asked, students will always articulate what they are learning from their own cultural perspective, in their own language, and in accordance with their own way of being.

When asked, students will always describe how they are working on solving a problem based upon their prior understanding and experience.
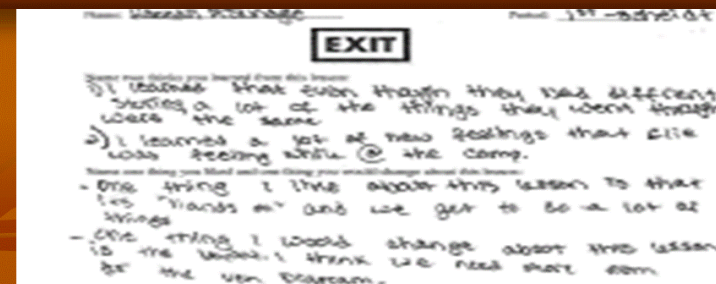
12
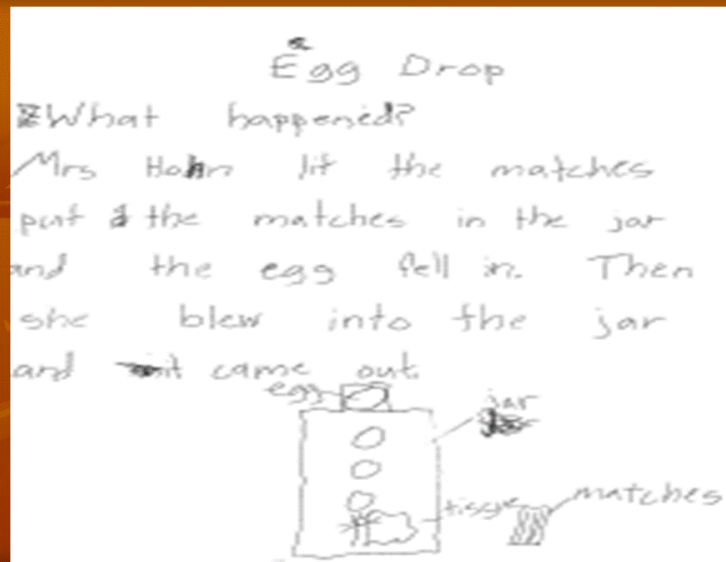
Learning target: I can explain the scientific reason why the egg dropped into the bottle
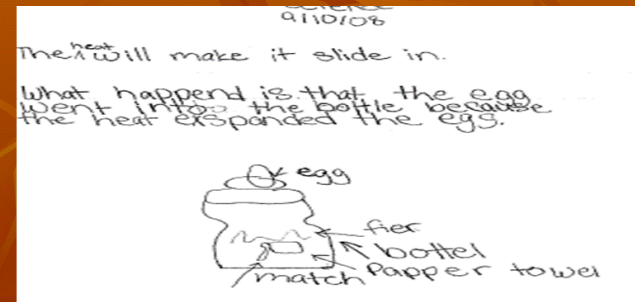
Air expands and contracts.

Contributed by Jo'Nell Hohn, MIT Program, 2009

- People from different backgrounds can have things in common
- War impacts individuals and individuals have feelings
- He likes to learn through a hands-on approach
- He needs space to spread materials out when trying to do his best work

Contributed by Heidi Leonard, MIT Program 2009

Father

Did you meet your target today?

Day	Assignment	Yes	No
1	Intro computer Lesson Intro Webquest - I understand how to find wagons ho and access information.		
2	Jobs Assigned / Meet with Teacher - I understand my job and all the duties that go along with it.		✓
3	Watch Video - I took notes while watching the video about my job.		✓
4	Gathering info / Research - I gathered information for my job.	✓	
5	Gather info / Research / Meet w/ Family - My family and I met and shared ideas.. - I have chosen my wagon team and have listed the pros and cons for this team.		
6	Gather info / Research / Rough Draft - I have listed the pros and cons for all the team choices.	✓	

Contributed by

Paul Wahlen

MIT Program 2009

Good Teaching Practice   plus   Effective Student Learning

TEACHER has content expertise, can organize the learning, and has repertoire of appropriate interventions. → STUDENT can articulate his/her learning target and why it is relevant and meaningful to him or her

TEACHER makes decisions based on *instructional strategies* that work for the class → STUDENT knows *the learning strategies* to choose from and can describe his or her learning process

TEACHER measures performance against set standard for all students → STUDENT measures his/her learning against his or her own progress and understanding

TEACHER reports degree of student success or failure to students and parents → STUDENT articulates what s/he did well, what s/he needs to do better, and what s/he will do differently next time

Contributed by Donna Lynn Yon, MIT Program 2009

learning target: I can use graphic organizers to help me organize and elaborate on my writing.

- I like the new orgnization and writing setup because, before I learned this I had no organization or flow through out of my paper. My wrighting was not very intresting. Nothing went from prewright to finnal draft. My pre-wrighting looked like a big page of bullets not even in order! Learning this helped my writing to make more sents and be more oranized and alot more stable. Now my writing abbility has increased, thanks to Mrs. Yon! Thanks for teaching me my favorite subject. Now I feel alot more cafedent, talented, and orgnized!!

TRAVIS
Does he know what the learning targets are?
Does he know if he is making progress?
Does he know what resources he has to help himself learn?

Teacher-Based			Student-Based	
Preparation	Performance	Reflection	Student work/data	Student Voice
X				

Appendix J

Overview of Curriculum Development Process (TINCUP)
Implemented July, 2008

The curriculum development process is the result of numerous hours of collaborative work with representatives from each of the schools. With the deans leading the charge, this process is being used for all new programs and all revised programs that have gone through the program review.

The following key folks have been involved in the design of the curriculum development process and the subsequent Curriculum Development System (CDS) which is scheduled to be launched in January, 2009:

- **Kurt Kirstein**, Dean of School of Management (SOM)
- **Judy Hinrichs**, Dean of Albright School of Education (ASOE) and Division of Arts and Sciences (DAS)
- **Elizabeth Fountain**, Director of Institutional Effectiveness
- **Linda Fenster**, Director of Library Services
- **Kelly Flores**, Director of Curriculum and Faculty Development
- **Anne Whitaker**, Regional Coordinator for Curriculum Support Services
- **Tom Cary**, SOM Faculty
- **Pete Anthony**, SOM Faculty
- **Mike Walker**, ASOE Faculty
- **Lynn Olson**, ASOE Faculty
- **Anna Cholewinska**, DAS Faculty
- **Mary Mara**, Instruction Coordinator, Library Services

The Curriculum Development Process Training and all supporting documents can be found in Blackboard as well as the Curriculum Development SharePoint site.

Benefits of new curriculum development process
ii.   CityU Learning Goals, Program Outcomes, and Course Outcomes are aligned
iii.   Assessments provide evidence of demonstrated proficiency in all outcomes
iv.   Facilitates rapid development of programs and courses, without compromising quality, flexibility, or relevance for our students
v.   Ensures scalability of programs – both in number and in locations – particularly when the Course Development System (CDS) is implemented

vi.   Provides instructor guidance and flexibility to benefit from practitioner expertise while still supporting new faculty

vii.   Ensures consistent quality of our programs offered domestically and internationally

viii.   Ensures consistency of curriculum development across all three schools, benefiting from best practices internal and external to City University of Seattle

Key Documents

1. **Program Design Guide (PDG):** An internal document, the PDG provides an overview of the design of the program, including alignment of CityU Learning Goals, program outcomes, and major assessments. It is intended to provide context for the program design team and course development teams and ensure that all learning outcomes are accounted for.

2. **Course Design Guide (CDG):** An internal document, the CDG provides overview of the design of the course, including the alignment of program outcomes, course outcomes, major course assessments, and core concepts covered in the course. It is intended to provide context for the course development teams and ensure that all learning outcomes are accounted for.

3. **Course Guide (CG):** An external document to be viewed by the students, the CG provides an overview of the course, including the course description, the course outcomes, the grading criteria and the major assessments that will be required in the course.

4. **Instructor Guide (IG):** An internal document to be used as a guide for the instructor, the IG provides a linear flow of the course, mapping out which outcomes build on others, which (optional) learning activities will help prepare learners to successfully complete the assessments, and which core concepts are addressed by various learning activities. While a default guide is provided for the instructor, it is understood that regional variations exist and instructors can and should adjust the learning activities to best meet the needs of their students.

5. **Syllabus:** An external document to be viewed by the students, the Syllabus provides the details of the course, specific to the instructor's class. A default syllabus is provided to aid new instructors and to provide all instructors with a place to start, clearly articulating what can be changed, and what cannot be changed.

6. **Course Schedule:** An external document to be viewed by the students, the Course Schedule provides a linear flow of the course, delineating the required and recommended readings, the key requirements of each module, and the assignments/activities that are due during each module.

7. **Course Resources:** An external document to be viewed by the students, the Course Resources portal page provides students with up-to-date required and recommended resources to help them be successful in achieving the outcomes for the course.

    <u>Note</u>**: All of these documents and other supporting documents can be found in the   Curriculum Development SharePoint site.**

Appendix K
—Sample representing candidate outcome of using electronic portfolio evidence continuum strategy

Name Evelyn Avalos

Targets	1	2	3 (Standard)	4	Score
Sentence Correction in Touchstone Texts. *Target:* I can identify grammatical errors in different texts and correct them appropriately.	I don't understand how to identify grammatical errors in text examples.	I can identify grammatical errors in different text examples, but I don't know how to correct them.	I achieved the learning target of identifying grammatical errors in different text examples and correcting them.	I achieved the learning target of identifying grammatical errors in different text examples and correcting them, and I feel this important for my future education.	2
Sentence Correction in Individual Work. *Target:* I can identify grammatical errors in my own writing and correct them appropriately.	I don't understand how to identify grammatical errors in my own writing.	I can identify grammatical errors in my own writing, but I don't know how to correct them.	I achieved the learning target of successfully identifying grammatical errors in my own writing and correcting them appropriately.	I achieved the learning target of successfully identifying grammatical errors in my own writing and correcting them appropriately, and I feel this is important for my future education.	2
Sentence Creation and Variety. *Target:* I can write a variety of different sentence structures including complex and compound sentences.	I can only write basic sentences.	I can only write basic sentences and some complex and compound sentences.	I achieved the learning target of writing a variety of different sentence structures including complex and compound sentences.	I achieved the learning target of writing a variety of different sentence structures including complex and compound sentences, and I feel this is important for my future education.	2

Using the above rubric, discuss how your understanding lines up with the rubric: Please include what level of understanding (1,2,3,4) you fall under for each target and why you think you have reached that level of understanding.

In Sentence Correction in touchstone text I think am in a level 2 because I do chey but sometime I miss up and in Sentenc Corection in individual woen I think I get 2 because I cun't not Really corßt my woßk and in Sentence Creation and Variety I thann I got 2 because I need more help in it.

Appendix L
—Sample of outcome of student assignment that represents strategy 2   (Tara Biles)

<center>Part One: Student Work Prompt (candidate created)</center>

Directions: Today you will write a multi-paragraph persuasive letter. Although this is a timed essay in which you will have the entire period to complete, I suggest you follow the writing process: prewrite, write a first draft, revise, edit, and write a final draft.

Your Task: Curfew

Recently, your community officials have proposed that young people under the age of 15 cannot be out after 8:00 p.m. unless they are with an adult. Take a position on this proposal. Write a multi-paragraph letter to the officials persuading them to support your position.

<center>Part Two: Student Voice Assessment (candidate created)</center>

1. Based on the persuasive writing rubric, how would you rank the overall quality of your persuasive essay on a scale of 1-5 with 5 being terrific? Explain your answer.

2. What do you think about your essay in terms of completeness and effectiveness? What resources could you use if you wanted to be more effective in your persuasive writing?

3. What is one goal you now have for yourself when it comes to persuasive writing?

Appendix M
—abridged excerpt from candidate's Action Research conclusions as required in strategy 3
<center>Conclusion</center>

<center>(Extracted from 2009 candidate Paul Wahlen's Action Research Report)</center>

Findings

After administering the Problems Without Numbers strategy for six weeks, the students showed dramatic improvement…. On the pre-test, the students were able to answer correctly an average of 4.6 questions correctly out of the ten questions. The students improved this number to an average of 6.4 questions correct on the post-test. That is a remarkable 36.7% positive change in their results. ...on the Problem Solving Test with Rubric… that is a 44.8% positive change in results.

Interestingly, the third assessment collected in student voice showed mixed results in terms of students' confidence in solving mathematical word problems… The increase in their confidence in identifying the important numbers, and their confidence in others being able to understand how they solved the problems makes perfect sense after practicing the Problems Without Numbers method for six weeks. From the students' words I could tell that their decreased confidence in their general ability to solve mathematical word problems is directly attributed to a more realistic idea of what is involved in doing so thoroughly, especially when you consider that they improved the number of questions they answered correctly, yet decreased in their confidence to correctly identify the solution.